DOCUMENT RESUME

ED 338 753 UD 028 374

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TITLE Monitoring Commission Survey of Twenty Elementary Schools in the Chicago Effective Schools Project: Principal and Teacher Perceptions on Factors Associated with Improved Achievement.
INSTITUTION Chicago Public Schools, IL. Monitoring Commission for Desegregation Implementation.
PUB DATE 87
NOTE 155p.; Volume I (Summary) and Volume II (Discussion Papers) have been combined.
AVAILABLE FROM Monitoring Commission for Desegregation Implementation, 1819 West Pershing Road, Chicago, IL 60609 (free).
PUB TYPE Statistical Data (110) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Academic Achievement; Administrator Attitudes; *Educational Improvement; Effective Schools Research; Elementary Education; *Elementary Schools; *Ethnic Distribution; Improvement Programs; Instructional Leadership; Principals; Program Evaluation; *Racial Distribution; School Desegregation; School Districts; *School Statistics; Teacher Attitudes; *Urban Schools
IDENTIFIERS *Chicago Effective Schools Project IL; Chicago Public Schools IL

ABSTRACT

The Monitoring Commission for Desegregation Implementation of Chicago (Illinois) Public Schools is responsible for monitoring and making recommendations about student racial and ethnic distribution in the Chicago schools by a consent decree. In a series of discussion papers, this report presents findings from a survey of principals and teachers about the Chicago Effective School Project and the opinions of principals and teachers on factors associated with improved academic achievement. This document combines Volume 1 (a summary) with Volume II. Volume II, contains the following discussion papers: (1) Detailed Findings on Leadership: Management; (2) Detailed Findings on Leadership: Supervision; (3) Detailed Findings on Leadership: Written Statement of Purpose; (4) Time on Task: Reading, Math, and Language Arts; (5) Principal-Teacher Learning Expectations of Students; (6) Detailed Findings on Student Achievement; (7) Detailed Findings on School Climate-Discipline; (8) Detailed Findings on Staff Development: Principals-Teachers; and (9) Parental Involvement. Twenty (100% response rate) principals and 228 teachers (79% response rate) responded to the surveys about factors associated with achievement. Survey findings are presented in 82 tables. (SLD)

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Monitoring Commission Survey of Twenty Elementary Schools in the

CHICAGO EFFECTIVE SCHOOLS PROJECT

Principal and Teacher Perceptions on Factors Associated With Improved Achievement

1987

Mary Davidson
Principal Investigator

Leon D. Finney, Jr.
Commission Chairman

Manford Byrd, Jr.
General Superintendent of Schools
Chicago Public Schools

UD028374

Our Children . . . Our Future

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Prepared under the direction of Mary Davidson,
principal investigator of the Monitoring Commission for
Desegregation Implementation, 1984-1986

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ACKNOWLEDGEMENTS

For a citizen's commission to undertake a field survey of this magnitude, is not unusual. What is unusual, is the cooperation received from all quarters, Board staff and the General Superintendent along with other school administrators.

Both principals and teachers cooperated with requests from the Monitoring Commission for their personal time to respond to our questionnaire. Our response rate was 100 percent for principals. Principals were interviewed by Commissioners and consultants. Teachers returned mail questionnaires, at an unparalleled rate of 79.0 percent.

Numerous individuals participated in the development, interviewing processes, data preparation, data analysis, and report writing. Included are: Commissioners, Edgar Epps, and Michael Scott; Representative Gwendolyn Laroche; Consultants, Martha Baldi de Mandilovitch, Phyllis Johnson, Barb Leebens, Donnell Pappenfort, Calvin Smith, and Picola Tate; and Staff, Helen Jackson and Ana Tapia.

Commission Chairperson Leon D. Finney, Jr. provided encouragement and leadership in facilitating this empirical study intended ultimately to contribute to the enrichment of quality education for those children remaining in racially identifiable Chicago schools.

Mary Davidson
Principal Investigator

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I. INTRODUCTION AND BACKGROUND

This study was carried out under the auspices of the Monitoring Commission for Desegregation Implementation appointed in September 1981, by the General Superintendent of the Chicago Public Schools. That Commission, mandated by Part I of the Student Desegregation Plan Recommendations on Educational Components was charged with assessing the implementation of desegregation policies by the Chicago Public Schools. The Commission viewed as priority the civil and educational rights of all children, but especially those enrolled in bilingual and special education programs and those in predominantly black and Hispanic schools unaffected by physical desegregation.

This is a report on findings intended to have been baseline data for a three year monitoring study of the Chicago Effective Schools Project (CESP). The previous Commission was encouraged by the renewed and expanded emphasis the Board placed on the racially identifiable schools during 1983 and 1984 and implemented in June 1984 a survey of twenty schools selected for intensive intervention under the Chicago Effective Schools Project (CESP).

Several factors identified in the literature and incorporated in the Chicago's CESP model suggest that the extent to which such factors are present in schools may explain why some schools are more effective than others in enabling pupils to achieve mastery in basic skills.

CESP specified the following factors: school leadership, school climate and discipline, time on task or academically engaged time, the principal/teacher expectations of student achievements, monitoring and assessment of student progress, parental involvement, and staff development.

As a result of receiving a special one time windfall of $20,000,000 due to an amendment offered by Congressman Yates, the Department of Equal Educational Opportunity Programs (DEEOP) selected 107 schools to participate in CESP in the 1983-84 school year. These schools exhibited the lowest levels of pupil achievement among all Chicago Public Schools.

Once schools were identified, each school performed a needs assessment. This assessment was produced via a joint effort by parents, teachers, and principals. The assessment portrayed the status of the school on the six effective school factors previously listed.

After analysis of the needs assessment data, each school prepared an action plan which identified both short and long-run objectives which if met would improve the effectiveness of the school. Improvement in the overall quality, effectiveness, and equity of the school's educational program was the immediate goal.

Effective schools in general raises student self-esteem. This occurs because expectations for student performance are raised and new, higher goals for student learning is encouraged. All students are expected to master basic skills and those student who demonstrate high achieving behavior are rewarded. Low levels of achievement are not.

Parents are expected to become more involved in the educational lives of their children. In addition to being directly involved in forming the school's action plan, they are involved in a highly structured parent development program. This program seeks to provide parents with skills so they might provide active support for the total school program and assist their student's educational program at home.

The principal of the building and the teachers as well must believe and act as if all students can learn the basics. They must also believe that CESP can make a significant difference in raising student achievement. Staff also must be willing to take the time to participate in focussed staff development activities and to attempt to use what they learn in the classroom. Staff also is expected to actively engage in planning sessions and to actively seek out guidance regarding their teaching styles.

Thus, the Board's CESP was aimed at enhancing the presence of all the factors in the 107 Level I schools believing these schools to be among those most in need of intensive intervention. The CESP was implemented to improve local school effectiveness and raise pupil achievement in the predominantly Black and Hispanic schools.

The Commission Effective Schools Subcommittee identified nine monitoring priorities that paralleled the six factor areas believed to be associated with a school being effective. In addition, the subcommittee sought to review the degree to which CESP schools have clear missions or statements of purpose. Such statements, especially if committed to writing, often contribute to effectiveness in other factors.

II. ORGANIZATION OF THE REPORT

The report, contained in two volumes, is organized as follows.

Volume I provides background, a note on the sample, and summary of the findings in each factor area. The summary reflects the Commission mandate to give special attention to the Hispanic and black racially identifiable schools. To that end, general and comparative findings are presented for these groups in the summary of findings in Volume I and in the Discussion Papers continued in Volume II. Volume II contains Discussion Papers in each factor area, general findings on the perceptions of principals and teachers comparative analysis by factor area. Methodology used is available upon request.

III. SURVEY METHODS

A sample of 20 Level I schools were selected using proportional random sampling, controlling for schools formerly included among the 45 Target schools during 1982-83 and for the newer 55 schools added in 1983-84. The sample also was controlled for the predominant race/ethnicity of the children in each school. Nine of the former Target schools, referred to here as Original schools, were selected as were 11 New schools, those that were selected by DEEOP for intensive intervention for the first time in school year 1983-84.

Commissioners, consultants, and staff carried out a field survey in June 1984, interviewing principals and spending time with parent group representatives in each of the sampled twenty schools. A 40 percent random sample of all teachers in the same 20 schools was asked to complete and return a self-administered questionnaire. Of the 288 questionnaires distributed, 228 or 79 percent of the teachers returned a completed questionnaire.

In the Discussion Papers continued in Volume II, and in the summary of findings presented below, the survey results of comparisons between teachers and principals and among teachers at the various categories of schools are presented and discussed. The reader may wish to refer to base numbers for each of the school categories which follow -- when considering the presentations of findings. The tables mentioned in this text also are in Volume II.

Sampled Schools for Monitoring Commission
Survey, 1984

Original Target/Effective Schools

Predominantly Black Schools

Unit #	District	Name	Membership	Community
2740	8	Chalmers	736	North Lawndale
3090	11	S. Douglas	551	Douglas
3841	14	Hay Branch	474	Austin
3950	9	Herbert	458	Near West Side
6820	13	McCorkle	599	Fuller Park
7700	14	Oakenwald	465	Oakland
7840	7	Goldblatt	706	Austin

Predominantly Hispanic Schools

Unit #	District	Name	Membership	Community
4370	8	~~Kosciusko~~	521	Lower West Side
2060	6	Andersen	968	West Town

New Effective Schools

Predominantly Black Schools

Unit #	District	Name	Membership	Community
2010	11	Abbott	528	Bridgeport
2900	12	Copernicus	559	West Englewood
3240	7	Ericson	700	East Garfield
3660	10	Gregory	606	East Garfield
4060	4	Howe	1287	Austin
4070	8	Howland	651	North Lawndale
6840	13	Terrell	818	Fuller Park
6860	14	Dulles	839	Washington Park

Predominantly Hispanic Schools

Unit #	District	Name	Membership	Community
2140	5	Avondale	965	Logan Square
4380	6	Kosciuszko	1079	West Town
4720	10	McCormick	1434	South Lawndale

Distribution of Sample Among Subcategories

Subcategories	No. of Schools	No. of Principals	No. of Teachers
Hispanic Original	2	2	21
Hispanic New	3	3	50
All Hispanic	**5**	**5**	**71**
Black Original	7	7	69
Black New	8	8	88
All Black	**15**	**15**	**157**
Hispanic Original	2	2	21
Black Original	7	7	69
All Original	**9**	**9**	**90**
Hispanic New	3	3	50
Black New	8	8	88
All New	11	11	138
All Schools	**20**	**20**	**228**

IV. SUMMARY OF FINDINGS

A. Leadership/Management

With regard to this first Commission monitoring priority, there is little doubt that the principals in the effective schools exercise positive leadership through their management of the instructional system. Principals see themselves as such and teachers concur. There is close attention paid to lesson planning, consultations with principals and teachers follow classroom observations, instruction is discussed during staff meetings, test results are used in the instructional. These statements were reflective of the sampled teachers and principals. In addition, there were more pronounced findings on this factor which are detailed below.

Reviewing Lesson Plans

- Nineteen of the 20 principals responded to an item that asked about the frequency with which they review lesson plans. Of those who responded, 79.0 percent indicated that they reviewed lesson plans at least "weekly" -- that is, they responded either: weekly, 57.9; semi-weekly, 15.8; or daily, 5.3. The remaining 21.0 percent indicated that they reviewed lesson plans on a monthly basis. (Table A-1)

- Teachers were not asked about the frequency with which their principals reviewed lesson plans, but rather were asked whether or not plans were reviewed: 78.8 percent indicated that principals did so. (Table A-2)

Observation and Conference

- Principals (70 percent of them) said that they confer with teachers after classroom observations. (Table A-3)

- Many teachers agreed that principals confer with them after classroom observations, but the percent, 56.9, is smaller than would be expected considering the principals' responses. (Table A-4)

Other Teacher Items on Management

- Teachers indicated their perception that principals put emphasis on standardized tests: 67.6 percent disagreed that the "Principal put little emphasis on standardized tests". (Table A-5)

- Nearly two-thirds of the teachers also indicated that principals use test results to recommend programmatic changes. (Table A-5)

Other Principal Items on Management

- Principals said that homework policies exist for their schools (85.0 percent). (Table A-6)

- Principals also indicated that they seek input from staff to resolve school-related issues (80.0 percent). (Table A-7)

- Overall, six out of ten (60.3 percent) of all CESP teachers agreed with the statement: "The principal regularly gives feedback to teachers concerning lesson plans". Teachers in Original schools with predominantly black memberships more often agreed with the statement than did teachers in Original schools with predominantly Hispanic memberships (52.3 percent). (Table A-11)

- Overall, nearly seven out of 10 (65.9 percent) of all CESP teachers indicated that the principal makes several formal classroom observations per year. Teachers in Black New Effective Schools often more agreed than did teachers

in Hispanic New Effective Schools (76.2 percent compared to 52.0 percent), that principals make classroom observations. (Table A-14)

- Overall, 67.6 percent of all teachers in CESP disagreed with the statement: "The principal does not put much emphasis on the meaning and use of standardized test results." Teachers in predominantly Black New Effective Schools disagreed with the statement more often than did teachers in predominantly Hispanic New Effective Schools (79.5 percent compared to 62.0 percent). (Table A-15)

B. Leadership/Supervision

A second monitoring priority in CESP schools was the leadership exerted with regard to instructional supervision. Except for one significant difference, principals and teachers in the sampled schools leave little doubt that there is leadership in their building through principal supervision of instruction. Principals are visible to students and teachers, are accessible to teachers to discuss instruction, have high levels of informal contact with teachers, teachers rewarded and recognized for accomplishments, and plans for improving instruction followed formal observations of teachers by principals. Again, more pointed findings are found below with regard to this facet of an effective school.

- Almost all principals (95.0) percent) said that they are a visible presence both to students and to teachers. (Table B-1 and B-2)

- A very large percentage of teachers agreed that the principals were conspicuously present (77.3), but the percent who did so is smaller than the percent of principals. (Table B-3)

- A similar pattern is seen when looking at results of perceptions on principal accessibility: 20 (100.0 percent) of the principals said that they are accessible "most times" (Table B-4), but only 81.0 percent of the teachers agreed that their principals are accessible to discuss an important issue, instruction. (Table B-5)

- o Teachers in predominantly Hispanic Effective Schools agreed more often than did teachers in predominantly black effective schools that principals are accessible to discuss instruction (88.6 percent compared to 77.5 percent). (Table B-10)

Other Principal Items

- o Only 40.0 percent of the principals said that teachers are rewarded or recognized for accomplishments "most times", 5.0 percent said "rarely", and another 5.0 percent said they did not know. (Table B-6)

- o Overall, slightly more than half (54.5 percent) of all teachers agreed with the statement: "During follow-up to formal observations a plan for improvement frequently results." Teachers in predominantly black schools more often agreed with the statement (60.7 percent) than did teachers in predominantly Hispanic schools (40.6 percent), and teachers in black Original schools were more than three times more likely to agree with the statement than teachers in Hispanic Original schools (52.9 percent compared to 15.8 percent). (Table B-11)

C. Leadership/Written Statement of Purpose

There is nearly unanimous agreement among principals of the sampled schools that there are mission statements or statements of purpose for their schools. However, teachers are more hesitant that such a device is the driving force behind important decisions in the school. More effort at communicating the need for the mission statement and the need to call upon it when making important decisions is apparently needed among CESP schools. (Table C-1 and C-2)

D. Time on Task: Reading, Math, Language Arts

Amount of time spent on task is an area which remains unresolved by this monitoring effort. Teachers have guidelines for allocating basic skill instruction and apparently spend a minimum of two hours a day on reading language arts. But a majority of principals cite 71 percent or more of the day as being time spent academically engaged in reading. Other principals report less than 1/3 of the day being so spent in each area of

reading. Other principals report less than 1/3 of the day being so spent in each area of reading and mathematics. No clear picture exists as to the degree of time spent on task in these sampled CESP schools.

- o According to principals, students in these schools may spend more of their academically engaged time on reading than on math, and more class time may be spent on "student-teacher interaction as opposed to academics". (Table D-1)

- o Teachers indicated in large numbers (87.2 percent) that "at least two hours" of school time are "allocated for reading/ language arts". Teacher responses indicated that they do not determine the amount of time spent on teaching reading and on other skill instruction. (Table D-1)

E. Principal/Teacher Learning Expectations of Students

In this most critical effective schools factor, the 20 sampled schools stack-up very well. Principals and teachers believe their students should master the basic skills and moreso are expected to do so. Students are expected to graduate from high school but there is only minimal belief that most will go on to attend college. Teachers also believe that the nature of a student's home is a primary determinant of a student's achievement. Clearly the expectation for student achievement exists in the sampled 20 CESP schools which is supposed to exist in effective schools except for the belief among some teachers that the school may not be able to overcome the influence of home background on student achievement.

- o Most principals (95.0 percent) indicated that they expect "high proportions of students in" their schools to perform well, and many (75.0 percent) perceived that teachers also expect high proportions to perform well. However, only one-third of teachers (33.7 percent) said that teachers in their schools have high expectations of all students. In addition, teachers indicated that teachers believe home background is a "primary factor" in student achievement. (Table E-3)

- Many principals (70.0 percent) believed that teachers expect "high proportions of their students" to do well on standardized tests", and almost all the teachers (91.6 percent) indicated that they do expect students "to master basic skills at each grade level". However, only 57.2 percent of the teachers give credit for these accomplishments to the school's instructional programs. (Table E-5)

- Teachers in predominantly Hispanic schools more often agreed, than did teachers in black schools, that most students are expected to master basic skills at each grade level (98.6 percent compared to 88.3 percent). This difference was even greater among teachers in Hispanic Original and Black Original (100.0 percent compared to 83.8 percent). (Table E-6)

- Teachers in predominantly black New schools, more often than teachers in Hispanic Original schools, agreed that students are expected to master basic skills as a result of the instructional program (61.4 percent compared to 46.9 percent.) (Table E-7)

- Sixty percent of the principals said they believed that most of their students will finish high school, but only 15 percent said they believed that most will attend college. (Table E-8)

F. Student Assessment

Assessing student progress and using the results of such assessment to plan future instruction is key to an effective school. The sampled 20 CESP schools need to pay more attention to this effective school factor. Whether it be initial acceptance of the use of standardized tests as reflectors of student progress or not. The tests are central to effective schools and CESP schools need to give more emphasis to them. Specific findings in this area are detailed below.

- Less than half of the teachers (48.7 percent) indicated that they and their principals "review and analyze" student test results for planning instruc-

tional improvements. (Table F-1) Perhaps that lower-than expected percentage is due to lack of faith in the testing instruments: more teachers disagreed than agreed that the tests are valid measures of student skill, -- 42.3 percent (disagree) compared to 31.7 percent (agree), and many (26.0 percent) were undecided on this issue. (Table F-2)

- o About six out of ten principals perceived that teachers use results from the Iowa Test of Basic Skills to set instructional goals (60.0 percent) and to evaluate student progress (65.0 percent). (Table F-3)

- o Principals were asked to respond to: "Multiple assessment methods are <u>not</u> used to evaluate student progress. . .most times, sometimes, rarely, never, or don't know." Nearly eight out of ten principals (77.8 percent) responded "never" (Table F-3).

- o Principals also were asked to respond -- using "Most times, sometimes, rarely, never, or don't know" -- to -- "Teachers are encouraged to use all available achievement data to improve classroom instruction". All indicated "Most times" (Table F-3)

G. School Climate/Discipline

Discipline among students occurs in effective schools and is generally not considered an issue in schools which are effective. The 20 CESP schools see student discipline as an issue. This is not an expected finding if these schools are effective. Though sampled teachers see discipline as being shared among teachers, administrators, and parents; only half perceive their students as abiding by school rules and generally acting in positive ways. Too, only 11 of the 20 interviewed principals concurred that their school was a safe and secure place to work. The CESP needs to pay more attention to this perception.

- o Although about half (50.2 percent) of the teachers indicated that, in their schools, student behavior is "generally positive" (Table G-3) and that students "abide by

the rules" (Table G-4), about six out of ten (59.9 percent) reported that discipline is an issue in their schools. (Table G-1)

- Teachers in Hispanic Effective schools more often agreed that discipline was not an issue than did teachers in black Effective schools (42.2 percent compared to 23.7 percent). This difference was found to be very pronounced when Original schools were examined: Teachers in Hispanic Original Schools (38.1 percent) more often agreed with the statement than did teachers in black Original schools (10.3 percent). (Table G-9)

- More teachers in Hispanic schools (66.7 percent) agreed that student behavior is generally positive than did teachers in black schools (42.9 percent). (Table G-11)

- Teachers in Hispanic Original schools more often agreed that students abide by the rules than did teachers in black Original schools (55.0 percent compared to 34.3 percent.) (Table G-12)

- Nearly one-third (31.3 percent) of the teachers indicated that "teachers, assume responsibility for the discipline. . ." (Table G-2)

- Teachers in predominantly Hispanic schools more often agreed than did teachers in black schools that responsibility for discipline is assumed by teachers, administrators, and parents (73.7 percent compared to 57.7 percent). (Table G-10)

- A large majority of the teachers (71.1 percent) said that low-achievers "present more discipline problems than other students". (Table G-5)

- Principals are about equally divided on saying that home suspension is used: 45.0 percent said it is usually used, compared to 50.0 percent who did not indicate it is usually used. (Table G-6)

- Principals were asked about using four means of notifying parents when students must be disciplined. They are listed in order of frequency used: (Table G-8)

1.	telephone	80.0%
2.	home visit	52.9%
3.	note	42.1%
4.	letter	25.0%

- Over half of the teachers (55.0 percent) agreed with: "This school is <u>not</u> a safe and secure place to work". (Table G-7)

H. Staff-Development,

The staff of an effective school must be willing to look critically at their abilities and skills in order to make needed changes in their teaching. The teachers and principals of the 20 sampled CESP, Level I schools report they are willing, perceive themselves as participating in this process and see themselves as working at this through peer interaction. However, though principals generally see enough time to interact with teachers on instruction-related agenda, only half of the sampled teachers perceive it as being such.

- Principals and teachers may disagree on the extent to which principals promote staff development: all of the principals said that teachers are "encouraged to update and expand" their abilities, while less than two-thirds of the teachers (65.5 percent said that principals promote staff development. (Table H-1)

- Principals and teachers also may disagree on the extent to which information acquired by a teacher representative gets disseminated to rest of the teachers -- 85.0 percent of the principals disagreed with: "The teachers who participate in

staff development programs do not usually transmit the program information to their fellow teachers". Only 62.6 percent of the teachers made this indication. (Table H-2)

- The possible lack of sharing staff-development information among teachers may be explained, in part, by the fact that only slightly more than half (54.2 percent) of the teachers reported that in their schools there are formal mechanism for teacher representatives to transmit information. (Table H-3)

- Two-thirds (66.7 percent) of the principals agreed: "The principal and teachers jointly evaluate the impact of newly acquired teacher skills on students". (Table H-4)

- Almost the same proportion of principals (65.0 percent) also indicated that "adequate time is provided for teachers' interaction on instructional goals, methods, and materials," but only half of the teachers (50.0 percent) said that there was "adequate time" for principals and teachers to interact around these things. (Table H-5)

- Principals were evenly split on agreeing and disagreeing to: "Adequate time is provided for principal/teacher interaction on instructional goals, methods, and materials." (Table H-6)

I. Parental-Involvement

Parents are involved in effective schools. They are involved in the total school program and in their child's educational life. The sampled 20 CESP school are not receiving the level of parental support required by effective schools. Teachers perceive very few parents visiting their class, perceive the lack of a parent organization which involves many parents, but believe that the PTA or Local School (Improvement) Council could do it. Principals and teachers in CESP schools and the parents of students in those schools need to engender more parental involvement to truly become effective schools.

- Principals are about evenly divided on perceiving that parent-teacher conferences occur regularly. About half of them (11 out of 21) disagreed with the statement: "Parent-teacher conferences other than those on report cards are regularly scheduled to exchange views on student progress. (Table I-1)

- Teachers indicated (69.5 percent) that there are "several other ways" to communicate student progress "beyond parent conferences and report cards." (Table I-3) Close to nine out of ten teachers (85.7 percent) indicated that "home visits, phone calls, newsletters, regular notes, etc., are ways that most teachers frequently use to communicate with parents. . ." (Table I-3)

- Perhaps these means are used because teachers did not perceive that most parents attend scheduled parent-teacher conferences. Six out of ten (60.9 percent) disagreed with the statement: "Ninety to one hundred percent of your students' parents attend scheduled parent-teacher conferences." (Table I-1)

- In addition, nearly eight out of ten teachers perceived that "very few parents" of their students "visit the school to observe the instruction program" (Table I-3)

- Differences in teacher perceptions were detected when the responses on parental involvement were examined within subgroup categories. Teachers in predominantly Hispanic schools, more often than teachers in predominantly black schools, agreed that "ninety to one hundred percent" of the parents attend parent-teacher conferences (51.4 percent compared to 23.2 percent). This difference is pronounced for teachers in Hispanic and black Original schools (55.0 percent compared to 17.9 percent). (Table I-2)

- Teachers in Hispanic Original schools more often indicated that there are other ways to communicate with parents, beyond parent conferences and report cards than did teachers in New Hispanic schools. (85.7 percent compared to 56.0 percent) (Table I-4)

- Also, teachers in black New schools agreed that there are other ways to communicate with this statement more often than did teachers in Hispanic New schools (72.7 percent compared to 56.0 percent). (Table I-4)

- Principals may perceive that Local School Council meetings and PTA meetings generate active parent involvement in schools, but not Parent Advisory Council meetings. When asked to agree or disagree that these types of meetings generate involvement, 64.7 percent agreed that Local School Council meetings do and 60.0 percent agreed that PTA meetings do, but 80.0 percent disagreed that Parent Advisory Council meetings do. (Table I-7)

- Fewer than four out of ten teachers (38.9 percent) agreed that there is an active parent/school group in schools "that involves many parents." A notably larger proportion (12.4 percent) was undecided whether such a group was in the schools or not. (Table I-7)

- Teachers in Hispanic Original schools more often agreed than did teachers in Hispanic New schools that there is an active parent/school group in their schools (71.4 percent compared to 49.0 percent). (Table I-8)

- Teachers at predominantly Hispanic and teachers at predominantly black schools disagree about the presence of active parent/school groups in their schools: 55.7 percent of teachers in Hispanic schools agree that such groups are active in their schools compared to 31.4 percent of teachers in black schools.

- Two-thirds of the principals (68.4 percent) indicated that their schools offer "training programs that assist parents in working with their children in the home." However, fewer than three out of ten teachers (29.4 percent) indicated that "many parents are involved in an overall home and school network." (Table I-9)

- Teachers in predominantly Hispanic Effective schools more often agreed that many parents are involved with a network than did teachers in predominantly black schools. (Table I-10) This black-Hispanic difference was even more pronounced among the Original schools. (Table I-10)

- Principals were, for the most part, likely to indicate that parents are involved: 80.0 percent agreed that parents are highly involved; 90.0 percent agreed that programs planned for special groups of parents generate active involvement; and 71.4 percent agreed that the "bilingual program has been effective in promoting "involvement; 45.0 percent agreed that "a large proportion of parents volunteer to assist with activities." (Table I-11)

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(Approximately what percent of classroom time is spent on student-teacher interaction as opposed to teacher conference and/or demonstration in academic activities? - Q. 25) 50

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Teacher Item

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Teacher Item

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Teacher Item

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Principal Item

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Teacher Item

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Teacher Item

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(Home visits, phone calls, newsletter, regular notes, etc., are ways that most teachers frequently use to communicate with parents in this school - Q. 44). 107

(Very few parents of students in your class visit the school to observe the instructional program - Q. 34). 107

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(Local School Council meetings generate active parent involvement in this school - Q. 62) 113

(In general, PTA meetings generate active parent involvement in this school - Q. 61) 113

Teacher Item

(There is an active parent/school group in this school that involves many parents - Q. 35). 113

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Teacher Item
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(Programs planned for special groups of parents (ECIA - Chapter I programs, etc.) generate active involvement in this school - Q. 60). 119

(The bilingual program has been effective in promoting parent involvement - Q. 66). 119

(A large proportion of parents volunteer to assist with activities - Q. 63). 119

DISCUSSION PAPER A

Detailed Findings on Leadership:

Management

A. Teacher and Principal Perspectives on Management

Several items in the interview schedule administered to principals and in the questionnaire given to teachers pertained to management, supervision, and leadership, but the response categories were worded differently. Because of this, exact comparisons cannot be made. Nevertheless, a few general conclusions can be extracted from comparisons between groups.

An important management issue for principals is that of lesson plans, which all principals reported they required. Of the 19 principals who responded, 11 weekly reviewed such plans; four reported they did so monthly; while three reported reviewing lesson plans semi-weekly. Only one re–ported a daily review of lesson plans. (See Table A-1.)

Table A-1

Principals' Perceptions of the Frequency of Their Reviews of Lesson Plans

Principal Item	Daily Percent (Number)	Semi-Weekly Percent (Number)	Weekly Percent (Number)	Monthly Percent (Number)	Total Percent (Number)
How often do you review\ lesson plans? (Q. 28)	5.3 (1)	15.8 (3)	57.9 (11)	21.0 (4)	100.0% (19)

Teachers were not asked about how frequently lesson plans were reviewed, but if they agreed, disagreed, or were undecided about whether the principals reviewed the plans. (See Table A-2.) The findings reveal that nearly eight out of ten teachers (78.8 percent) agreed that the principals did review lesson plans. Interestingly, 12.8 percent of the teachers felt the principals did not review lesson plans. Others were not sure and gave an "undecided" response (8.4 percent).

Table A-2

Teachers' Perceptions of the Principals' Reviews of Lesson Plans

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal reviews lesson plans? (Q. 24)	78.8 (178)	8.4 (19)	12.8 (29)	100.0% (226)

Table A-3 presents principals' perceptions for the question, "Principal confers with teachers following a classroom observation." Fourteen of the 20 principals (70 percent) reported conferring that they do confer with teachers, most of the time, following a classroom observation.

While slightly more than half of the teachers (56.9 percent) also agreed that their principals confer after observations, the percent who did was not as great as the percent for principals. Twenty percent were undecided. (See Table A-4.)

Table A-3

Principals' Perceptions of the Frequency With Which They Confer with Teachers Following a Classroom Observation

Principal Item	Most Times Percent (Number)	Sometimes Percent (Number)	Rarely Percent (Number)	Don't Know Percent (Number)	Total Percent (Number)
After a classroom observation I confer teachers on methods of improvement (Q. 38).	70.0 (14)	30.0 (6)	-- --	-- --	100.0% (20)

Table A-4

Teachers' Perceptions of the Principals' Follow-up of a Classroom Observation with a Conference.

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Formal Observations by the principal are regularly followed by a post-observation conference. (Q. 31)	56.9 (128)	19.6 (44)	23.5 (53)	100.0% (225)

B. Other Teacher Items Pertaining to Management

Summarized in this section are: (1) "Principal puts little emphasis on standardized tests" (Q. 33); and (2) "Principal uses test results to recommend changes in program" (Q. 9). Two out of three teachers (67.6 percent) disagreed that their principals put little emphasis on standardized tests. However, a fairly large proportion (20 percent) were undecided about the amount of emphasis their principals placed on standardized tests. Nearly two-thirds of the teachers (63.7 percent) also perceived that their principals used test results to recommend programmatic changes.

Table A-5

Other Teacher Items

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal puts little emphasis on standardized tests. (Q. 33)	12.0 (27)	20.4 (46)	67.6 (152)	100.0% (225)
Principal uses tests results to recommend changes in program. (Q. 9)	63.7 (144)	21.7 (49)	14.6 (33)	100.0% (226)

C. Other Principal Items Pertaining to Management

Principals were asked to indicate whether or not they had a standard homework policy for their schools. Most principals reported that they did have a standard homework policy in their schools. However, two principals indicated having no standard homework policy, and one principal gave a "don't know" response to this question.

Table A-6

Principals' Perceptions of the Existence of a Homework Policy

Principal Item	Yes Percent (Number)	No Percent (Number)	Don't Know Percent (Number)	Total Percent (Number)
Do you have a standard policy on homework for the school as a whole? (Q. 32)	85.0 (17)	10.0 (2)	5.0 (1)	100.0% (20)

In order for a school to be successful and run smoothly, input from teachers is necessary, in addition to the principal's directives. An autocratic principal hampers creativity, innovation and limits the learning process in a school. Principals were asked if they sought input from staff to resolve school issues. In Table A-7, eighty percent of principals perceived themselves as on-going seekers of teachers' input to resolve school issues. Sixteen of the 20 principals reported seeking staff input most of the time, while others sought staff input sometimes.

Table A-7

Principals' Perceptions of Frequency With Which They Seek Input From Staff To Resolve School Issues

Principal Item	Most Times Percent (Number)	Sometimes Percent (Number)	Rarely Percent (Number)	Don't Know Percent (Number)	Total Percent (Number)
When I have a problem, I seek input from staff to resolve issues affecting the school. (Q. 42)	80.0 (16)	20.0 (4)	-- --	-- --	100.0% (2)

D. Teachers' Perceptions of Management Issues by Subcategories of Teachers

Teachers were grouped into six sub-categories of Effective Schools to compare their perceptions of management: (1) all Hispanic with all Black; (2) all New with all Original; (3) all Black New with all Black Original; (4) all Hispanic New with all Hispanic Original; (5) all Black New with all Hispanic New; and (6) all Black Original with all Hispanic Original. Each leadership/management item is presented as a table heading together with the sub-category responses.

Teachers were asked if their principals made classroom observations. (See Table A-8.) While no statistical significance was found among the teacher comparison groups, most teachers did agree that their principals made class–room observations.

Table A-8

Teacher Comparison Groups' Perceptions of Principals' Classroom Observations. (Principal makes classroom observations - Q. 5)

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	61.2	16.4	22.4
with	(41)	(11)	(15)
All Black	67.8	9.7	22.5
	(105)	(15)	(35)
All New	78.1	8.8	13.1
with	(107)	(12)	(18)
All Original	46.5	16.3	37.2
	(40)	(14)	(32)
Black New	80.7	5.7	13.6
with	(71)	(5)	(12)
Black Original	50.8	14.9	34.3
	(34)	(10)	(23)
Hispanic New	73.5	14.3	12.2
with	(36)	(7)	(6)
Hispanic Original	31.6	21.0	47.4
	(6)	(4)	(9)
Black New	80.7	5.7	13.6
with	(71)	(5)	(12)
Hispanic New	73.5	14.3	12.2
	(36)	(7)	(6)
Black Original	50.8	14.9	34.3
with	(34)	(10)	(23)
Hispanic Original	31.6	21.0	47.4
	(6)	(4)	(9)

The second management item listed under the leadership factor concerned the question dealing with instructional issues as "seldom the focus of faculty meetings." No statistical significance was found regarding this statement (See Table A-9). Most teachers disagreed with the statement, suggesting they perceived instructional issues as "often or sometimes" the focus of faculty meetings.

Table A-9

Teacher Comparison Groups' Perceptions of Instructional Issues As Seldom the Focus of Faculty Meetings. (Instructional issues seldom at faculty meetings - Q. 8).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	28.6	2.8	68.6
with	(20)	(2)	(48)
All Black	25.0	7.1	67.9
	(39)	(11)	(106)
All New	24.1	4.4	71.5
with	(33)	(6)	(98)
All Original	29.2	7.9	62.9
	(26)	(7)	(56)
Black New	26.1	5.7	68.2
with	(23)	(5)	(60)
Black Original	23.5	8.8	67.7
	(16)	(6)	(46)
Hispanic New	20.4	2.0	77.6
with	(10)	(1)	(38)
Hispanic Original	47.6	4.8	47.6
	(10)	(1)	(10)
Black New	26.1	5.7	68.2
with	(23)	(5)	(60)
Hispanic New	20.4	2.0	77.6
	(10)	(1)	(10)
Black Original	23.5	8.8	67.7
with	(16)	(6)	(46)
Hispanic Original	47.6	4.8	47.6
	(10)	(1)	(10)

A third teacher management item stated, "Principal uses results to recommend changes in program." The answers did not yield any statistically significant observations. Teachers in each group, with the exception of those at Hispanic Original Schools, felt that their principals did use test results to recommend changes.

Table A-10

Teacher Comparison Groups' Perceptions of Principals' Usage of Test Results to Recommend Changes. (Principal Uses Test Results to Recommend Changes in Programs - Q. 9).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	60.0	25.7	14.3
with	(42)	(18)	(10)
All Black	65.4	19.9	14.7
	(102)	(31)	(23)
All New	70.1	20.4	9.5
with	(96)	(28)	(13)
All Original	54.0	23.6	22.4
	(48)	(21)	(20)
Black New	71.6	20.4	8.0
with	(63)	(18)	(7)
Black Original	57.4	19.1	23.5
	(39)	(13)	(16)
Hispanic New	67.4	20.4	12.2
with	(33)	(10)	(6)
Hispanic Original	42.9	38.1	19.0
	(9)	(8)	(4)
Black New	71.6	20.4	8.0
with	(63)	(18)	(7)
Hispanic New	67.4	20.4	12.2
	(33)	(10)	(6)
Black Original	57.4	19.1	23.5
with	(39)	(13)	(16)
Hispanic Original	42.9	38.1	19.0
	(9)	(8)	(4)

Principals' feedback to teachers on their lesson plans was the first statistical significant finding (See Table A-11.) Of Black Original Schools teachers, 53 percent agreed that the principals gave feedback to teachers regarding lesson plans, while only 24 percent at Hispanic Original Schools teachers agreed -- a difference of almost 30 percentage points.

Table A-11

Teacher Comparison Groups' Perceptions of Principals' Feedback to Teachers on Their Lesson Plans. (Principal gives feedback to teachers regarding lesson plans - Q. 10).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	53.6	17.4	29.0
with	(37)	(12)	(20)
All Black	63.3	13.5	23.2
	(98)	(21)	(36)
All New	69.9	15.4	14.7
with	(95)	(21)	(20)
All Original	45.5	13.6	40.9
	(40)	(12)	(36)
Black New	71.6	13.6	14.8
with	(63)	(12)	(13)
Black Original	52.3	13.4	34.3
	(35)	(9)	(23)
Hispanic New	66.7	18.7	14.6
with	(32)	(9)	(7)
Hispanic Original	23.8	14.3	61.9
	(5)	(3)	(13)
Black New	71.6	13.6	14.8
with	(63)	(12)	(13)
Hispanic New	66.7	18.7	14.6
	(32)	(9)	(7)
Black Original *	52.3	13.4	34.3
with	(35)	(9)	(23)
Hispanic Original	23.8	14.3	61.9
	(5)	(3)	(13)

* $P \leq .05$

Table A-12 shows all teacher comparison groups overwhelmingly agreed that Principals reviewed lesson plans; thus, there were no statistically significant differences.

Table A-12

Teacher Comparison Groups' Perceptions of Principals' Review of Plans. (Principal reviews lesson plans - Q. 24).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	76.1	8.4	15.5
with	(54)	(6)	(11)
All Black	80.0	8.4	11.6
	(124)	(13)	(18)
All New	82.7	8.7	8.6
with	(114)	(12)	(12)
All Original	72.7	8.0	19.3
	(64)	(7)	(17)
Black New	85.2	6.8	8.0
with	(75)	(6)	(7)
Black Original	73.2	10.4	16.4
	(49)	(7)	(11)
Hispanic New	78.0	12.0	10.0
with	(39)	(6)	(5)
Hispanic Original	71.4	0.0	28.6
	(15)	(0)	(6)
Black New	85.2	6.8	8.0
with	(75)	(6)	(7)
Hispanic New	78.0	12.0	10.0
	(39)	(6)	(5)
Black Original	73.2	10.4	16.4
with	(49)	(4)	(11)
Hispanic Original	71.4	0.0	28.6
	(15)	(0)	(6)

The next item under management was, "Principal discusses instruction and achievement." In five of the six teacher comparison groups, more than half the teachers agreed their principals did discuss matters of instruction and achievement. However, in one category -- Hispanic Original Schools teachers -- less than a majority (43 percent) agreed with this statement. (See Table A-13).

Table A-13

Teacher Comparison Groups' Perceptions of Principals' Discussion of Instruction and Achievement. (The principal leads frequent formal discussions concerning instruction and student achievement - Q. 26).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	57.7	9.9	32.4
with	(41)	(7)	(23)
All Black	61.3	9.7	29.0
	(95)	(15)	(45)
All New	63.8	12.3	23.9
with	(88)	(17)	(33)
All Original	54.5	5.7	39.8
	(48)	(5)	(35)
Black New	63.6	13.7	22.7
with	(56)	(12)	(20)
Black Original	58.2	4.5	37.3
	(39)	(3)	(25)
Hispanic New	64.0	10.0	26.0
with	(39)	(5)	(13)
Hispanic Original	42.9	9.5	47.6
	(9)	(2)	(10)
Black New	63.6	13.7	22.7
with	(56)	(12)	(20)
Hispanic New	64.0	10.0	26.0
	(32)	(5)	(13)
Black Original	58.2	4.5	37.3
with	(39)	(3)	(25)
Hispanic Original	42.9	9.5	52.4
	(9)	(2)	(11)

Some interesting conclusions can be drawn from the teacher comparison group responses exhibited in Table A-14, which pertain to principals holding conferences with teachers following classroom observations. The first is the significant disparity between the teachers' responses at Black New Schools and Hispanic New Schools. At Black New Schools, 76 percent of the teachers agreed their principal followed up classroom observations with a teacher conference, compared with 52 percent of those at Hispanic New Schools -- a 24 percentage point discrepancy. While not statistically significant, it is possible to identify two other trends in this data. Overall, more Black School teachers (61 percent) perceived their principals to follow-up classroom observations with a conference than do Hispanic School teachers (49 percent). In addition, more New School teachers (67 percent) than Original School teachers (40 percent) perceived their principals to follow-up an observation with a conference.

Table A-14

Teacher Comparison Groups' Perceptions of Principals' Classroom Observations Followed by Teachers Conferences. (Formal observations by the principal are regularly followed by a post-observati conference - Q. 31).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	48.6	27.1	24.3
with	(34)	(19)	(17)
All Black	60.6	16.1	23.3
	(94)	(25)	(36)
All New	67.4	18.1	14.5
with	(93)	(25)	(20)
All Original	40.2	21.9	37.9
	(35)	(19)	(33)
Black New	76.2	12.5	11.3
with	(67)	(11)	(10)
Black Original	40.3	20.9	38.8
	(27)	(14)	(26)
Hispanic New	52.0	28.0	20.0
with	(67)	(11)	(10)
Hispanic Original	40.0	25.0	35.0
	(8)	(5)	(7)
Black New *	76.2	12.5	11.3
with	(67)	(11)	(10)
Hispanic New	52.0	28.0	20.0
	(26)	(14)	(10)
Black Original	40.3	20.9	38.8
with	(27)	(14)	(26)
Hispanic Original	40.0	25.0	35.0
	(8)	(5)	(7)

* $P \leq .05$

Table A-15 summarizes of teacher responses to, "Principal puts little emphasis on standardized tests." Significantly more Black New School teachers (80 percent) perceived their principals to put emphasis on standardized tests (that is, they disagreed with the item as worded) than Hispanic New School teachers (62 percent). A comparison between these two groups on this item yielded the only statistical significance.

Table A-15

Teacher Comparison Groups' Perceptions of Principals' Emphasis on Standardized Tests. (The principal does not put much emphasis on the meaning and use of standard test results - Q. 33).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	14.5	23.2	62.3
with	(10)	(16)	(43)
All Black	10.9	19.2	69.9
	(17)	(30)	(109)
All New	7.2	19.6	73.2
with	(10)	(27)	(101)
All Original	19.6	21.8	58.6
	(17)	(19)	(51)
Black New	2.3	18.2	79.5
with	(2)	(16)	(70)
Black Original	22.1	20.6	57.3
	(15)	(14)	(39)
Hispanic New	16.0	22.0	62.0
with	(8)	(11)	(31)
Hispanic Original	10.5	26.3	63.2
	(2)	(5)	(12)
Black New *	2.3	18.2	79.5
with	(2)	(16)	(70)
Hispanic New	16.0	22.0	62.0
	(8)	(11)	(31)
Black Original	22.1	20.6	57.3
with	(15)	(14)	(39)
Original	10.5	26.3	63.2
	(2)	(5)	(12)

* $P \leq .05$

The next item deals with teachers' perceptions of the principal as an important instructional resource.

No statistical significance was found in Table A-16. The table points out that more New School teachers viewed their principal as important instructional resources than did Original Schools teachers.

Table A-16

Teacher Comparison Groups' Perception of Principals Is An Important Instructional Resource. (Principal is important instructional resource person - Q. 42).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	45.7	27.1	27.2
with	(32)	(19)	(19)
All Black	55.1	12.8	32.1
	(86)	(20)	(50)
All New	57.7	19.7	22.6
with	(79)	(27)	(31)
All Original	43.8	13.5	42.7
	(39)	(12)	(38)
Black New	62.5	11.4	26.1
with	(55)	(10)	(23)
Black Original	45.6	14.7	39.7
	(31)	(10)	(27)
Hispanic New	49.0	34.7	16.3
with	(24)	(17)	(8)
Hispanic Original	38.1	9.5	52.4
	(8)	(2)	(11)
Black New	62.5	11.4	26.1
with	(55)	(10)	(32)
Hispanic New	49.0	34.7	16.3
	(24)	(17)	(8)
Black Original	45.6	14.7	39.7
with	(31)	(10)	(27)
Hispanic Original	38.1	9.5	52.4
	(8)	(2)	(11)

The next teacher item is a corollary of the previous question, "Principal not approachable regarding instructional problems." Principals cannot be an important instructional resource if they were perceived as unapproachable by teachers regarding instructional problems.

No statistically significant results were detected in Table A-17. A slight majority of teachers disagreed that their principal was unapproachable. A substantial percentage of sample teachers were either undecided or agreed that the principal is not approached regarding instructional problems.

Table A-17

Teacher Comparison Groups' Perceptions of Teachers' Involvement With the Principal Concerning Instructional Concerns. (Teachers in this school do not turn to the principal with instructional concerns or problems - Q. 48).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	31.0	12.7	56.3
with	(22)	(9)	(40)
All Black	25.0	14.7	60.3
	(39)	(23)	(94)
All New	22.5	14.5	63.0
with	(31)	(20)	(87)
All Original	33.7	13.5	52.8
	(30)	(12)	(47)
Black New	20.4	14.8	64.8
with	(18)	(13)	(57)
Black Original	30.9	14.7	54.4
	(21)	(10)	(37)
Hispanic New	26.0	14.0	60.0
with	(13)	(7)	(30)
Hispanic Original	42.9	9.5	47.6
	(9)	(2)	(10)
Black New	20.4	14.8	64.8
with	(18)	(13)	(57)
Hispanic New	26.0	14.0	60.0
	(13)	(7)	(30)
Black Original	30.9	14.7	54.4
with	(21)	(10)	(37)
Hispanic Original	42.9	9.5	47.6
	(9)	(2)	(10)

DISCUSSION PAPER B

Detailed Findings On Leadership:

Supervision

A. Teachers' and Principals' Perspectives on Supervision

As was true for management questions, principal and teacher supervision items were not totally compatible because they differed in type of responses requested. Because of the dissimilarities, principals and teachers responses to each question will be presented as independent aggregate groups, accompanied by a table.

Two principal interview items and one teacher questionnaire item addressed the visibility of the principal in the school. Principals were offered four responses: "most times," "sometimes," "rarely," and don't know." Teacher item responses were: "agree," "undecided," and "disagree."

Table B-1 outlines the principals' perceptions of their visibility to students.

Table B-1

Principals' Perceptions of Their Visibility to Students

	Most Times Percent (Number)	Sometimes Percent (Number)	Rarely Percent (Number)	DK Percent (Number)	Total Percent (Number)
Principal Item					
I am visible to the students. (Q. 39)	95.0 (19)	5.0 (1)	-- --	-- --	100.0% (20)

All 20 principals in the survey perceived themselves as a visible presence to the students. Nineteen of them perceived themselves as such most times and one, sometimes.

Answers to the question of whether the principals were visible presences to teachers were the same (See Table B-2).

Table B-2

Principals' Perceptions of Their Visibility to Teachers

Principal Item	Most Times Percent (Number)	Sometimes Percent (Number)	Rarely Percent (Number)	DK Percent (Number)	Total Percent (Number)
I am visible to the teachers. (Q. 40)	95.0 (19)	5.0 (1)	-- --	-- --	100.0% (20)

All 20 principals perceived themselves as being a visible presence to the teachers. Nineteen principals perceived themselves as being so most of the time to the teachers, with one reporting sometimes.

Teachers' responses to the issue of whether the principals were visible presences in the schools are in Table B-3.

Table B-3

Teachers' Perceptions of Principal's Visibility

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal is highly visible. (Q. 38)	77.3 (174)	4.9 (11)	17.8 (40)	100.0% (225)

Two hundred and twenty-eight teachers in the 20 schools were not unanimous in their perceptions as were their principals. Although three-quarters (77.3 percent) felt the principal is conspicuously present in the school, nearly one in five (17.8 percent) disagreed with this statement, and five percent were undecided.

Effective supervision not only requires a principal to be visible throughout the school, but they should be also accessible to teachers. Teachers must be able to reach or contact the principal when necessary for a variety of reasons--for example, discipline, instructional, and personnel matters.

Table B-4 shows that all the sampled principals felt they were accessible to teachers most times.

Table B-4

Principals' Perceptions of Their Accessibility to Teachers

Principal Item	Most Times Percent (Number)	Sometimes Percent (Number)	Rarely Percent (Number)	DK Percent (Number)	Total Percent (Number)
I am accessible to teachers (Q. 41)	100.0 (20)	-- --	-- --	-- --	100.0% (20)

Similarly, teachers were asked about the principals' accessibility with an emphasis on their willingness to discuss school matters dealing with instruction. Teachers' perceptions of this issue are presented in Table B-5.

Eighty-one percent of them perceived their principal as accessible to discuss instructional matters; 13 percent disagreed and six percent were undecided.

Table B-5

Teachers' Perceptions of Principals' Accessibility to Discuss Instructional Matters (Principal is accessible to discuss matters dealing with Instruction - Q. 40)

Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
81.0 (183)	6.2 (14)	12.8 (29)	100.0% (226)

B. Other Perceptions of Principal Supervision

It has long been a tenet of positive management theories that incentive programs contribute to improving employees' morale and creating positive work environments. Principals were asked about their perceptions of how frequently teachers in their schools receive rewards and recognition for their accomplishments. (See Table B-6.)

Table B-6

Principals' Perceptions of Whether or Not Teachers Receive Rewards and Recognition for Their Accomplishments. (Teachers receive rewards and recognition for their Accomplishments - Q. 43).

Most Times Percent (Number)	Sometimes Percent (Number)	Rarely Percent (Number)	DK Percent (Number)	Total Percent (Number)
40.0 (8)	50.0 (10)	5.0 (1)	5.0 (1)	100.0% (20)

Forty percent of the principals reported that their teachers receive rewards and recognition most of the time. Fifty percent said "sometimes." One respondent reported teachers rarely receive rewards and recognition, and one principal did not know.

C. Teachers' Perceptions of Supervision Issues by Teacher Comparison Groups

Teachers were grouped in the following six sub-categories of Effective Schools to compare their perceptions of management: (1) all Hispanic with all Black; (2) all New

with all Original; (3) all Black New with all Black Original; (4) all Hispanic New with all Hispanic Original; (5) all Black New with all Hispanic New; and (6) all Black Original with all Hispanic Original. Each leadership/supervision item is presented as a table heading and data from the responses of each of the categories listed above are compared.

The first item pertains to discussions with the principals resulting in improved instructional practice. Effective supervisors give direction to their staffs and assist them in improving their performance. Based on observations, the use of discussions is a positive technique to enable staff to connect current behavior and/or performance with more effective behavioral patterns.

Table B-7

Teacher Comparison Groups' Perceptions of Principals' Involvement in Discussions of Improved Instructional Practice. (Discussions with the principal often result in some aspect of improved instructional practice - Q. 6).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	72.8	14.3	12.9
with	(51)	(10)	(9)
All Black	69.9	10.9	19.2
	(109)	(17)	(90)
All New	76.6	13.1	10.3
with	(105)	(18)	(14)
All Original	61.8	10.1	28.1
	(55)	(9)	(25)
Black New	72.2	11.4	11.4
with	(68)	(10)	(10)
Black Original	60.3	10.3	29.4
	(41)	(7)	(20)
Hispanic New	75.5	16.3	8.2
with	(37)	(8)	(4)
Hispanic Original	66.7	9.5	23.8
	(14)	(2)	(5)
Black New	77.2	11.4	11.4
with	(68)	(10)	(10)
Hispanic New	75.5	16.3	8.2
	(37)	(8)	(4)
Black Original	60.3	10.3	29.4
with	(41)	(7)	(20)
Hispanic Original	66.7	9.5	23.8
	(14)	(2)	(5)

No statistically significant differences were found between teacher comparison groups. The only otherwise discernible difference occurred between New and Original

School teachers, both generally and specifically. Generally, 77 percent of the New Effective School teachers (138) agreed with the statement compared to 62 percent of Original School teachers (89). More specifically, 88 Black New School teachers or 77 percent agreed with the statement compared to 60 percent of the 68 Black Original School teachers. At Hispanic New Schools, 76 percent of the 49 survey sample teachers agreed with the statement, contrasted with 68 percent of the 21 Hispanic Original School teachers.

The next item pertains to the principal's communication to teachers of their responsibility for student achievement. In order to accomplish certain academic standards for students, teachers must first be made aware of their responsibilities. It is the principal's duty to communicate this. Teachers' perceptions of their principal's communication targeting their responsibilities for student achievement are outlined in Table B-8.

Table B-8

Teacher Comparison Groups' Perceptions of Principals' Communication to Establish Their Responsibilities in Regard to Student Achievement. (The principal frequently communicates to individual teachers their responsibility in relation to student achievement - Q. 32).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	64.3	15.7	20.0
with	(45)	(11)	(14)
All Black	68.0	14.1	17.9
	(106)	(22)	(28)
All New	73.9	13.0	13.1
with	(102)	(18)	(18)
All Original	55.7	17.0	27.3
	(49)	(15)	(24)
Black New	77.3	12.5	10.2
with	(68)	(11)	(9)
Black Original	55.9	16.2	27.9
	(38)	(11)	(19)
Hispanic New	68.0	14.0	18.0
with	(34)	(7)	(9)
Hispanic Original	55.0	20.0	25.0
	(11)	(4)	(5)
Black New	77.3	12.5	10.2
with	(68)	(11)	(9)
Hispanic New	68.0	14.0	18.0
	(34)	(7)	(9)
Black Original	55.9	16.2	27.9
with	(38)	(11)	(19)
Hispanic Original	55.0	20.0	25.0
	(11)	(4)	(5)

Comparisons between teacher groups in Table B-8 on the issue of the principal communicating teachers' responsibility for student achievement illustrate findings similar to those of Table B-7. No statistically significant findings were reported, but disparities between teacher comparison groups resulted. Higher percentages of agreement with this statement occurred at New Schools rather than Original Schools and at Black Schools rather than Hispanic Schools. Of the 138 teachers in New Effective Schools, 74 percent agreed with the statement compared to 56 percent of the 89 survey sample teachers at Original Schools. Of the 88 teachers at Black New Schools, 77 percent agreed with the statement compared to 56 percent of the 68 teachers at Black Original Schools. At Hispanic New Schools, 68 percent of the 49 survey sample teachers agreed with the statement compared to 55 percent of the 21 teachers in the survey sample at Hispanic Original Schools.

The data on the principals' visibility in the schools are in Table B-9.

Table B-9

Teacher Comparison Groups' Perceptions of Principal's Visibility. (The principal is highly visible throughout the school - Q. 38)

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	75.4	5.8	18.8
with	(52)	(4)	(13)
All Black	78.2	4.5	17.3
	(122)	(7)	(27)
All New	81.8	5.8	12.4
with	(112)	(8)	(17)
All Original	70.5	3.4	26.1
	(62)	(3)	(23)
Black New	83.0	5.7	11.3
with	(73)	(5)	(10)
Black Original	72.1	2.9	25.0
	(49)	(2)	(17)
Hispanic New	79.6	6.1	14.3
with	(39)	(3)	(7)
Hispanic Original	65.0	5.0	30.0
	(13)	(1)	(6)
Black New	83.0	5.7	11.3
with	(73)	(5)	(10)
Hispanic New	79.6	6.1	14.3
	(39)	(3)	(7)
Black Original	72.1	2.9	25.0
with	(49)	(2)	(17)
Hispanic Original	65.0	5.0	30.0
	(13)	(1)	(6)

Findings of Table B-9 were similar to those of Tables B-7 and B-8. No statistical significance was reported for the principal's visibility throughout the school. However, noticeable disparities occurred among teachers at Original and New Schools, Black New

and Black Original, and Hispanic New and Hispanic Original. Of the 138 teachers surveyed at all New Effective Schools, 82 percent concurred with the statement compared to 71 percent of the 89 surveyed at Original Schools. Of the 88 teachers surveyed at Black New Schools, 83 percent agreed that the principal was highly visible compared to 72 percent of the 68 teachers at Black Original Schools. Of the 49 teachers in the survey sample at Hispanic New Schools, 80 percent agreed with this statement compared to 65 percent of the 21 teachers at Hispanic Original Schools.

The next teacher item pertains to the principals' accessibility to discuss instructional matters. (See Table B-10.)

Table B-10

Teacher Comparison Groups' Perceptions of Accessibility to the Principal to Discuss Instruction. (The principal is accessible to discuss matters dealing with instruction - Q. 40).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic *	88.6	4.3	7.1
with	(62)	(3)	(5)
All Black	77.5	7.1	15.4
	(121)	(11)	(24)
All New	89.1	5.8	5.1
with	(122)	(8)	(7)
All Original	68.5	6.7	24.8
	(61)	(6)	(22)
Black New	86.4	6.8	6.8
with	(76)	(6)	(6)
All Original	66.2	7.4	26.4
	(45)	(5)	(18)
Hispanic New	93.9	4.1	2.0
with	(46)	(2)	(1)
Hispanic Original	76.1	4.8	19.1
	(16)	(1)	(4)
Black New	86.4	6.8	6.8
with	(76)	(6)	(6)
Hispanic New	93.9	4.1	2.0
	(46)	(2)	(1)
Black Original	66.2	7.4	26.4
with	(45)	(5)	(18)
Hispanic Original	76.1	4.8	19.1
	(16)	(1)	(4)

* $P \leq .05$

All Hispanic School teachers perceived their principals as significantly more accessible to discuss instruction than did all Black School teachers. Eighty-nine percent of the 70 teachers in the Hispanic School survey perceived their principal as accessible to discuss instruction compared with 78 percent of the 156 teachers at Black Schools.

Other differences were depicted among teacher comparison groups, although they were not statistically significant. Again, they were similar to the pattern previously noted on other supervision items. New Schools teachers perceived their principal as more accessible than did Original Schools teachers. Eighty-nine percent of the 138 teachers at New Effective Schools perceived their principal as accessible compared to 69 percent of the 89 teachers at Original Schools.

Another supervision item asked teachers if a "plan for improvement follows classroom observations." (See Table B-11).

Table B-11

Teacher Comparison Groups' Perceptions of a Plan for Improvement Following Formal Classroom Observations. (During follow-up to formal observations a plan for improvement frequently results - Q. 46).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic *	40.6	42.0	17.4
with	(28)	(29)	(12)
All Black	60.7	20.6	18.7
	(94)	(32)	(29)
All New	60.6	27.7	11.7
with	(83)	(38)	(16)
All Original	44.8	26.5	28.7
	(39)	(23)	(25
Black New	66.7	23.0	10.3
with	(58)	(20)	(9)
Black Original	52.9	17.7	29.4
	(36)	(12)	(20)
Hispanic New	50.0	36.0	14.0
with	(25)	(18)	(7)
Hispanic Original	15.8	57.9	26.3
	(3)	(11)	(5)
Black New	66.7	23.0	10.3
with	(58)	(20)	(9)
Hispanic New	50.0	36.0	14.0
	(25)	(18)	(7)
Black Original *	52.9	17.7	29.4
with	(36)	(12)	(20)
Hispanic Original	15.8	57.9	26.3
	(3)	(11)	(5)

* $P \leq .05$

Table B-11 data revealed two statistically significant findings. First, significantly more Black Effective School teachers than those at Hispanic Effective Schools perceived that a plan for improvement followed formal classroom observations. Sixty-one percent of Black School teachers agreed that an improvement plan followed observations compared to 41 percent of Hispanic Schools teachers. Secondly, 53 percent of Black Original School teachers similarly concurred, compared with only 16 percent Hispanic Original School teachers.

The next teacher supervision question also pertained to instruction, "Principal emphasis on instructional improvement after observation."

In Table B-12, none of the comparisons between teacher comparison groups was statistically significant. Additionally, there were no noticeable differences between these groups on the principal's emphasis on instructional improvement after observation. At least half the teachers of each group felt the principal put emphasis on instructional improvement after observation. The teacher comparison groups generally were evenly divided between the "undecided" and "disagree" responses.

Table B-12

Teacher Comparison Groups' Perceptions of the Principals' Emphasis on Instructional Improvement After Observation. (Principal's main emphasis is on instructional improvement following observation - Q. 49).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	55.7	27.1	17.2
with	(39)	(19)	(12)
All Black	57.2	23.7	19.1
	(87)	(36)	(29)
All New	60.1	23.9	16.0
with	(83)	(33)	(22)
All Original	51.2	26.2	22.6
	(43)	(22)	(19)
Black New	61.4	22.7	15.9
with	(54)	(20)	(14)
Black Original	51.6	25.0	23.4
	(33)	(16)	(15)
Hispanic New	58.0	26.0	16.0
with	(29)	(13)	(8)
Hispanic Original	50.0	30.0	20.0
	(10)	(6)	(4)
Black New	61.4	22.7	15.9
with	(54)	(20)	(14)
Hispanic New	58.0	26.0	16.0
	(29)	(13)	(8)
Black Original	51.6	25.0	23.4
with	(33)	(16)	(15)
Hispanic Original	50.0	30.0	20.0
	(10)	(6)	(4)

The last teacher supervision item is, "Principal rarely makes informal contacts." In a school which is properly supervised, a principal will make many informal contacts. A high level of disagreement on this item would reveal that the principal interacts regularly with students and staff.

No statistically significant differences occurred. (See Table B-13.) These reports indicate a high level of informal contacts made by the principals.

Table B-13

Teacher Comparison Groups; Perceptions of the Frequency of the Principals' Informal Contacts. (Principal rarely makes informal contacts - Q. 50).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	14.1	2.8	83.1
with	(10)	(2)	(59)
All Black	16.2	10.4	73.4
	(25)	(16)	(113)
All New	10.9	8.8	80.3
with	(15)	(12)	(110)
All Original	22.7	6.8	70.5
	(20)	(6)	(62)
Black New	11.5	12.6	75.9
with	(10)	(11)	(66)
Black Original	22.4	7.5	70.1
	(15)	(5)	(47)
Hispanic New	10.0	2.0	88.0
with	(5)	(1)	(44)
Hispanic Original	23.8	4.8	71.4
	(5)	(1)	(15)
Black New	11.5	12.6	75.9
with	(10)	(11)	(66)
Hispanic New	10.0	2.0	88.0
	(5)	(1)	(44)
Black Original	22.4	7.5	70.1
with	(15)	(5)	(47)
Hispanic Original	23.8	4.8	71.4
	(5)	(1)	(15)

DISCUSSION PAPER C

Detailed Findings On Leadership:

Written Statement of Purpose

Principals were asked to respond "yes" or "no" to the question, "Do you have a mission or statement of purpose for the school?" Teachers were asked to give one of three responses--agree, disagree, or undecided--to the statement, "A written purpose does not exist." A paraphrase of the statement was included, "A written statement of purpose that is the driving force behind most important decisions does not exist in this school."

A school's written purpose helps to set goals and provides a definitive direction. It is a key ingredient of the leadership setting the final tone for a school once management and supervision parameters have been established.

A. Teacher and Principal Perceptions of Written Statement of Purpose

Table C-1

Principals' Perceptions of the Existence of a Written Purpose for the School. (Do you have a mission or statement of purpose of the school? - Q. 79).

	Yes Percent (Number)	No Percent (Number)	Total Percent (Number)
Principal Item			
Do you have a mission or statement of purpose of the school? (Q. 79)	94.7 (18)	5.3 (1)	100.0% (19)

All but one of the principals reported a mission or statement of purpose for their schools. Only one answered negatively. (See Table C-1.)

Teachers' responses on this subject are in Table C-2.

Table C-2

Teachers' Perceptions of the Existence of a Written Purpose. (A written statement of purpose that is the driving force behind most important decisions does not exist in this school - Q. 16).

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
A written statement of purpose that is the driving force behind most important decisions does not exist in this school. (Q. 16)	27.0 (60)	20.3 (45)	52.7 (117)	100.0% (222)

Slightly more than half of the teacher respondents (52.7 percent) disagreed that a written statement of purpose does not exist for the school. A response of disagreement (to the statement as worded in the questionnaire) indicates that they perceived that a written statement does actually exist for the school. Twenty-seven percent agreed with the statement (again, as worded) which must be interpreted to mean that they perceived that a written statement for their schools did not exist.

Although almost ninety-five percent of the principals said their schools had a written statement of purpose, many teachers disagreed. This response indicated a noteworthy disparity between perceptions of principals and teachers, notwithstanding the differences in the way the questions were asked.

B. Teachers' Perceptions of Written Statement of Purpose by Teacher Comparison Groups

Teachers were grouped in the following six subcategories of Effective Schools to compare their perceptions of management: (1) all Hispanic with all Black; (2) all New with all Original; (3) all Black New with all Black Original; (4) all Hispanic New with all Hispanic Original; (5) all Black New with all Hispanic New; and (6) all Black Original with all Hispanic Original. Each leadership/written-statement-of-purpose item

is presented as a table heading, and data from each of the categorical responses was compared.

While not statistically significant, a disparity between the Hispanic and Black School teachers may be seen in Table C-3. A larger percentage of Black School teachers than Hispanic School teachers disagreed that a written statement of purpose does not exist at their school. However, the difference could be because there were more Black than Hispanic schools in the survey.

Table C-3

Teacher Comparison Groups' Perceptions of the Existence of a Written Purpose for the School. (A written statement of purpose that is the driving force behind most important decisions doe not exist in this school - Q. 16).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	29.8	25.4	44.8
with	(20)	(17)	(30)
All Black	25.8	18.1	56.1
	(40)	(28)	(87)
All New	21.5	20.7	57.8
with	(29)	(28)	(78)
All Original	35.6	19.6	44.8
	(31)	(17)	(39)
Black New	20.5	15.9	63.6
with	(18)	(14)	(56)
Black Original	32.8	20.9	46.3
	(22)	(14)	(31)
Hispanic New	23.4	29.8	46.8
with	(11)	(14)	(22)
Hispanic Original	45.0	15.0	40.0
	(9)	(3)	(8)
Black New	20.5	15.9	63.6
with	(18)	(14)	(56)
Hispanic New	23.4	29.8	46.8
	(11)	(14)	(22)
Black Original	32.8	20.9	46.3
with	(22)	(14)	(31)
Hispanic Original	45.0	15.0	40.0
	(9)	(3)	(8)

DISCUSSION PAPER D

Time on Task:

Reading, Math, and Language Arts

Since great importance is placed on mastering basic skills, the percentage of academically engaged time spent on reading, language arts and math skills are notable indicators. The percent of time spent on student-teacher interaction also was thought to be important. The degree to which teachers were able to determine the allocation of time for basic skill instruction was assessed as well. Data on these items are presented in Table D-1 and are based on principal and teacher perceptions.

Table D-1

Principals and Teachers' Perceptions of Time-On-Tasks in Twenty Effective Elementary School Programs.

	71-100 Percent (Number)	31-70 Percent (Number)	0-30 Percent (Number)	Total Percent (Number)
Principal Items				
About what percent of academically engaged time do students spend on the development of reading skills? (Q. 23)	25.0 (5)	35.0 (7)	40.0 (8)	100.0% (20)
About what percent of academically engaged time do students spend on math skills? (Q. 24)	-- --	10.0 (2)	90.0 (18)	100.0% (20)
Approximately what percent of classroom time is spent on student-teacher interaction as opposed to teacher conference and/or demonstration in academic activities? (Q. 25)	57.9 (11)	31.5 (6)	10.6 (2)	100.0% (19)

Table D-1 (cont.)

	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Teacher Items				
Two hours or more are allocated for reading language arts each day throughout this school. (Q. 29)	87.2 (197)	7.9 (18)	4.9 (11)	100.0% (226)
Individual teachers determine allocated time for basic skill instruction without guidelines. (Q. 30)	12.4 (28)	12.8 (29)	74.8 (169)	100.0% (226)

Table D-1 depicts considerable difference among principals' perceptions of the amount of academically engaged time students spend on reading skills development compared to math skills. One-fourth of the principals perceived that 71 to 100 percent of academically engaged time is spent on the reading skills development. Seven principals (35 percent) claimed 31 to 70 percent of the time was spent on reading skills and 30 percent or less academically engaged time was devoted to developing reading skills, according to eight (40 percent) other principals. Unlike the varying percentages of time spent developing math skills, the percentages of time spent on the reading skills development appears more evenly distributed. Ninety percent of the principals (18 of 20) indicated that 30 percent or less of academically engaged time was devoted to the math skills development.

Closely associated with the percentages of academically engaged time spent by students in reading and mathematics is the amount of classroom time spent on teacher-student interaction. Nearly 60 percent of the principals thought that the majority of classroom time (71 to 100 percent) was spent on teacher-student interaction. Another 30 percent of the principals felt that 31 to 70 percent of classroom time was spent on such interaction. What is unclear from these figures and requires additional investigation is

the relationship of classroom time spent on student-teacher interaction as it pertains specifically to reading or math skills development.

Teachers also were asked how much time is allocated for reading/language arts on a daily basis. The vast majority of teachers (87.2 percent) indicated that, "Two hours or more are allocated for reading/language arts each day throughout this school." Only five percent of the teachers disagreed. While the items concerning time spent developing reading skills were different for principals and teachers, the majority of each group indicated consistently that a large portion of time was devoted to reading skills development.

Principals and teachers also were surveyed on whether teachers determined the amount of time allocated for basic skill instruction. Once again it should be kept in mind that the questions were totally comparable in how they were phrased or measured. Nevertheless, three fourths of the teachers (74.8 percent) disagreed with the following statement, "Individual teachers determine allocated time for basic skill instruction without guidelines." About 12 percent agreed with the statement and an equal number were "undecided." Principals were asked to reply "yes" or "no" when asked whether individual teachers determined the proportion of time allocated to basic skills instruction and development. The essential difference between the statements was that teachers were asked if they determined, without guidelines, allocated time for basic skill instruction. Even with this difference, the results were quite consistent. Sixty percent of the principals replied negatively--individual teachers did not determine the proportion of time allocated to basic skills instruction and development. Seventy-five percent of the teachers essentially agreed with that perception. Forty percent of the principals (8), however, did believe that teachers determined the proportion of time allocated to basic skill instruction and development.

After examining principals and teachers' collective responses to statements regarding time on task, some consistency was found between their responses.

Next, teacher perceptions comparisons were made of time allocated for reading/language arts and whether teachers determined time for skill instruction. These comparisons were made based on the effective elementary school programs in which they worked.

School racial classification groups were determined by the predominant race of the school children at the time of program selection. Schools brought into the program initially are referred to in this document as "Original Effective Schools." Schools added at a later date are referred to as "New Effective Schools." Table D-2 outlines teacher comparison groups' perceptions. Table D-2 also presents the comparative percentages between the groups indicating whether a significant difference occurred between group perceptions.

Table D-2 shows no significant relationships among the groups of teachers who were compared. However, there are some interesting observations that are apparent in this table. Teachers working in Original Effective Schools, as well as those in predominantly Hispanic Schools, were somewhat more likely to agree with the statement, "Two hours or more are allocated for reading/language arts each day throughout this school," than other groups were.

Table D-3 presents the comparative perceptions of teachers in their respective settings on the item, "Individual teachers determine allocated time for basic skill instruction without guidelines."

Only one significant difference was found as shown in Table D-3. When perceptions of New Effective School teachers were compared with those at Hispanic Original Schools, the results indicated there was a Chicago Effective Schools Project impact. Hispanic New Effective School teachers (76 percent) were more likely to disagree that they determine allocated time for instruction without guidelines than were Hispanic Original Effective School teachers (66.7 percent). No other significant differences were found among the other teacher comparison groups. Nevertheless, there appears to be a slight tendency among all Original Effective School teachers to agree that they were more involved in determining allocated time for basic skill instruction without guidelines than all New Effective School teachers .

Table D-2

Teacher Comparison Groups' Perceptions Regarding Time Allocated for Reading/Language Arts. (Two hours or more are allocated for reading language skills each day throughout this school - Q. 29).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	92.8	4.3	2.9
with	(65)	(3)	(2)
All Black	84.6	9.6	5.8
	(132)	(15)	(9)
All New	86.1	9.5	4.4
with	(118)	(13)	(6)
All Original	88.8	5.6	5.6
	(79)	(5)	(5)
Black New	83.0	12.5	4.5
with	(73)	(11)	(4)
Black Original	86.7	5.9	7.4
	(59)	(4)	(5)
Hispanic New	91.8	4.1	4.1
with	(45)	(2)	(2)
Hispanic Original	95.2	4.8	--
	(20)	(1)	--
Black New	83.0	12.5	4.5
with	(73)	(11)	(4)
Hispanic New	91.8	4.1	4.1
	(45)	(2)	(2)
Black Original	86.7	5.9	7.4
with	(59)	(4)	(5)
Hispanic Original	95.2	4.8	1
	(20)	(1)	--

Table D-3

Teacher Comparison Groups' Perceptions of Determining Allocated Time for Skill Instruction. (Individual teachers determine allocated time for basic skill instruction without guidelines - Q. 30).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic Schools	9.9	16.9	73.2
with	(7)	(12)	(52)
All Black Schools	13.5	11.0	75.5
	(21)	(17)	(117)
All New	10.2	12.3	77.5
with	(14)	(17)	(107)
All Original	15.9	13.6	70.5
	(14)	(12)	(62)
Black New	12.5	9.1	78.4
with	(11)	(8)	(69)
Black Original	14.9	13.4	71.7
	(10)	(9)	(48)
Hispanic New	6.0	18.0	76.0
with	(3)	(9)	(38)
Hispanic Original	19.0	14.3	66.7
	(4)	(3)	(14)
Black New	12.5	9.1	78.4
with	(11)	(8)	(69)
Hispanic New	6.0	18.0	76.0
	(3)	(9)	(38)
Black Original	14.9	13.4	71.7
with	(10)	(9)	(48)
Hispanic Original	19.0	14.3	66.7
	(4)	(3)	(14)

DISCUSSION PAPER E

Principal/Teacher Learning Expectations of Students

This portion includes four sections: General Expectations on Performance; Expectations of the Home Environment; Principal and Teacher Expectations of Students' Mastery of Basic Skills and Standardized Tests; and Expectations Regarding the Students' Futures.

A. General Expectations of Performance

Because expectations held of students is often thought of as a motivating force, information was sought on the general expectations held of students. Information covering these items are presented in Table E-1 and were obtained by tabulating both principals and teachers' perceptions.

Almost all the principals (19 out of 20) regarded student performance as high. However, only three-quarters of the principals believed that their teachers expect high proportions of their students to perform well.

Are the principals correct in their assessment of their teachers? It appears that the principals were more generous in their assessment of teachers than were the teachers themselves. One-third of the teachers agreed with the statement, "Teachers in this school do not hold consistently high expectations for all students," and nearly 13 percent of the teachers were undecided. Only slightly more than half the teachers felt their expectations of students were consistently high.

Table E-1

Principal/Teachers' Perceptions of Expectations of Students in Twenty Effective Elementary School Programs.

	Extent of Agreement			
	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal Items				
I expect high proportions of students in my school to perform well. (Q. 12)	95.0 (19)	-- --	5.0 (1)	100.0% (2)
Teachers in this school expect high proportions of their students to perform well. (Q. 11)	75.0 (15)	-- --	25.0 (5)	100.0% (20)
Teacher Items				
Teachers in this school do not hold consistently high expectations for all students. (Q. 13)	33.7 (76)	12.8 (29)	53.5 (121)	100.0% (226)

Teacher comparison groups' perceptions are in Table E-2. The data shows no significant differences between teacher comparison groups on teacher expectations. There was a slight tendency for Original Effective School teachers to disagree more than other teachers with the statement, "Teachers in this school do not hold consistently high expectations for all students."

Table E-2

Teacher Comparison Groups' Perceptions Regarding High Student Expectations. (Teachers in this school do not hold consistently high expectations for all students - Q. 11).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	32.9	15.7	51.4
with	(23)	(11)	(36)
All Black	34.0	11.5	54.5
	(53)	(18)	(85)
All New	31.9	15.9	52.2
with	(44)	(22)	(72)
All Original	36.4	8.0	55.6
	(32)	(7)	(49)
Black New	31.8	14.8	53.4
with	(28)	(13)	(47)
Black Original	36.7	7.4	55.9
	(25)	(5)	(38)
Hispanic New	32.0	18.0	50.0
with	(16)	(9)	(25)
Hispanic Original	35.0	10.0	55.0
	(7)	(2)	(11)
Black New	31.8	14.8	53.4
with	(28)	(13)	(47)
New	32.0	18.0	50.0
	(16)	(9)	(25)
Black Original	36.7	7.4	55.9
with	(25)	(5)	(38)
Hispanic Original	35.0	10.0	55.0
	(7)	(2)	(11)

B. Expectations of Home Background

Many teachers (46 percent) disagreed with the statement, "Teachers believe that a student's home background is not the primary factor that determines individual student achievement in this school." In other words, a good number of teachers believed a student's home background is of primary importance. (See Table E-4.)

While the majority of the teachers thought home background to be so important, more than one-third (35.3 percent) "agreed" that the student's home background is not the primary factor determining individual student achievement. Additionally, nearly 20 percent of the teachers were undecided as to the importance of home background on student achievement. The results were not as clear as expected.

Table E-3

Teachers' Perceptions of Impact of the Student's Background on Achievement in Twenty Effective Elementary School Programs.

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Teachers believe that a student's home background is not the primary factor that determines individual student achievement in this school (Q. 45)	35.3 (79)	18.7 (42)	46.0 (103)	100.0% (224)

Table E-4 depicts no significant differences in the teacher comparison groups. However, Black Original School teachers perceived more than did other teachers surveyed that, "Teachers believe that a student's home background is not the primary factor that deter–mines individual student achievement in this school."

C. Principal and Teacher Expectations of Students' Mastery of Basic Skills and Standardized Tests

Principals' and teachers' expectations of whether or not students will master basic skills and perform well on standardized tests are shown in Table E-5.

Principals were asked to respond to the following statement, "Teachers expect high proportions of their students to do well on standardized tests." Seventy percent (14) of the principals agreed with the statement while 25 percent (5) disagreed. Only one principal was undecided. Teachers were not asked to respond to this.

Teachers responded to two very similar items. In the first item teachers responded to a general statement, "Almost all students are expected to master basic skills at each grade level." The vast majority of the teachers (91.6 percent) agreed with the statement while less than one in 10 (7.1 percent) disagreed. But teacher responses changed substantially when their expectations for mastering basic skills were directly linked to the instructional program. In the latter case, we find less than 60 percent (57.2) of the teachers agreeing with the statement, "Teachers believe that all students in this school can master basic skills as a direct result of the instructional program." Slightly more than one-fifth of the teachers (22.3 percent) disagreed with the statement suggesting their disagreement was perhaps linked more to the instructional program impact rather than the issue of students mastering basic skills.

Teachers comparison groups' perceptions were made on the items above. Table E-6 presents a comparison of teacher perceptions showing percentages between groups of teachers as well as indicating significant differences where they occurred on the item, "Almost all students are expected to master basic skills at each grade level."

Table E-4

Teacher Comparison Groups' Perceptions Regarding the Impact of Home Background on Student Achievement. (Teachers believe that a student's home background is not the primary factor that determines individual student achievement in this school - Q. 45).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	34.3	20.0	45.7
with	(24)	(14)	(32)
All Black	35.7	18.2	46.1
	(55)	(28)	(71)
All New	32.8	21.2	46.0
with	(45)	(29)	(63)
All Original	39.1	14.9	46.0
	(34)	(13)	(40)
Black New	32.2	23.0	44.8
with	(28)	(20)	(39)
Black Original	40.3	11.9	47.8
	(27)	(8)	(32)
Hispanic New	34.0	18.0	48.0
with	(17)	(9)	(24)
Hispanic Original	35.0	25.0	40.0
	(7)	(5)	(8)
Black New	32.2	23.0	44.8
with	(28)	(20)	(39)
Hispanic New	34.0	18.0	48.0
	(17)	(9)	(24)
Black Original	40.3	11.9	47.8
with	(27)	(8)	(32)
Hispanic Original	35.0	25.0	40.0
	(7)	(5)	(8)

Table E-5

Principal and Teacher Expectations of Student Performance on Standardized Tests and Mastery of Basic Skills in Twenty Effective Elementary School Programs

	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal Item				
Teachers expect high proportions of their students to do well on standardized tests. (Q. 16)	70.0 (14)	5.0 (1)	25.0 (5)	100.0% (20)
Teacher Item				
Almost all students are expected to master basic skills at each grade level. (Q. 20)	91.6 (206)	1.3 (3)	7.1 (16)	100.0% (225)
Teachers believe that all students in this school can master basic skills as a direct result of the instructional program. (Q. 37)	57.2 (128)	20.5 (46)	22.3 (50)	100.0% (214)

From Table E-6, two areas of significant differences were detected. In the first instance, where perceptions of Hispanic Original and New School were compared with those of Black Original and New School teachers, Hispanic School teachers were more likely to agree that, "Almost all students are expected to master basic skills at each grade level." This perception was further reinforced when all Hispanic Original Effective School teachers agreed with the statement while only 84 percent of Black Original School teachers felt their students are expected to master basic skills at each grade level. The difference was a significant one. No other significant differences were found.

A second item, "Teachers believe that all students in this school can master basic skills as a direct result of the instructional pro–gram," also was analyzed by teacher comparison groups. Table E-7 presents the results of these comparisons, showing percentages between teacher groups as well as indicating significant differences where they occurred.

Only one statistical significance was found on the item, "Teachers believe that all students in this school can master basic skills as a direct result of the instructional program." This occurred in the comparison between Black New Effective School teachers and Hispanic New Effective School teachers. Three-fifths of Black New Effective School teachers (61.4 percent) felt students master basic skills as a direct result of the instructional program while slightly less than 50 percent (46.9) of Hispanic New School teachers agreed with this.

Table E-6

Teacher Comparison Groups' Perceptions that all Students Master Basic Skills at Each Grade Level. (Almost all students are expected to master basic skills at each grade level - Q. 20).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic *	98.6	--	1.4
with	(70)	--	(1)
All Black	88.3	2.0	9.7
	(136)	(3)	(15)
All New	94.1	1.5	4.4
with	(128)	(2)	(6)
All Original	87.6	1.1	11.3
	(78)	(1)	(10)
Black New	91.8	2.3	5.9
with	(79)	(2)	(5)
Black Original	83.8	1.5	14.7
	(57)	(1)	(10)
Hispanic New	98.0	--	2.0
with	(49)	--	(1)
Hispanic Original	100.0	--	--
	(21)	--	--
Black New	91.8	2.3	5.9
with	(79)	(2)	(5)
Hispanic New	98.0	--	2.0
	(49)	--	(1)
Black Original *	83.8	1.5	14.7
with	(57)	(1)	(10)
Hispanic Original	100.0	--	--
	(12)	--	--

* $P \leq .05$

Table E-7

Teacher Comparison Groups' Perceptions Regarding Expectations of Students Mastering Basic Skills As Result of the Instructional Program. (Teachers believe that all students in this school can master basic skills as a direct result of the instructional program - Q. 37).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	51.5	20.6	27.9
with	(35)	(14)	(19)
All Black	59.6	20.5	19.9
	(93)	(32)	(31)
All New	56.2	21.9	21.9
with	(77)	(30)	(30)
All Original	58.6	18.4	23.0
	(51)	(16)	(20)
Black New	61.4	20.5	18.1
with	(54)	(18)	(16)
Black Original	57.4	20.6	22.0
	(39)	(14)	(15)
Hispanic New	46.9	24.5	28.6
with	(23)	(12)	(14)
Hispanic Original	63.2	10.5	26.3
	(12)	(2)	(7)
Black New *	61.4	20.5	18.1
with	(54)	(18)	(16)
Hispanic New	46.9	24.5	28.6
	(23)	(12)	(14)
Black Original	57.4	20.6	22.0
with	(39)	(14)	(15)
Hispanic Original	63.2	10.5	26.3
	(12)	(2)	(7)

* $P \leq .05$

D. Looking Toward the Future

The final section on expectations deals only with principals' projections of future student success. These expectations have to do with students finishing high school and going on to attend college. Table E-8 reports on these two items.

The principals' perceptions are startling and very with much of the information found in previous expectation sections. According to Table E-8, only 60 percent of the principals believed students in their school would finish high school. Optimism dropped four-fold when principals were asked to anticipate their students attending college--only 15 percent believed most of their students would.

Table E-8

Principal Expectations of Student Performance on Standarized Test and Mastery of Basic Skills in Twenty Effective Elementary School Programs.

	Extent of Agreement			
	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal Items				
I believe most of the students in this school will finish high school. (Q. 14)	60.0 (12)	-- --	40.0 (8)	100.0% (20)
I believe most of the students in this school will also attend college. (Q. 15)	15.0 (2)	-- --	85.0 (18)	100.0% (20)

DISCUSSION PAPER F

Detailed Findings on Student Assessment

A. Teachers' Perceptions on Student Assessment

A majority of teachers agreed that the principal and teachers analyze test results in order to plan instructional program modifications (see Table F-1). Forty-nine percent of the teachers agreed with the statements, while 30.1 percent disagreed. A considerable percentage of teachers were undecided about this issue--21.2 percent.

Table F-1

Teachers' Perceptions of Whether the Principal and Teachers Analyze Test Results

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal and teachers analyze test results. (Teachers and the principal thoroughly review and analyze test results to plan instructional program modifications.) (Q. 21)	48.7 (110)	21.2 (48)	30.1 (68)	100.0% (226)

Table F-2 reports teachers' perceptions of standardized testing as a valid measure of students' skills. The distribution of their responses was fairly even. Forty-two percent of the teachers (96) disagreed with the statement. Only 31.7 percent agreed with the statement. Twenty-six percent were undecided about the issue.

Table F-2

Teachers' Perceptions on the Standardized Testing Program
As A Valid Measure of Skills.

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
The standardized testing program is an accurate and valid measure of the basic skills curriculum in this school. (Q. 19)	31.7 (72)	26.0 (59)	42.3 (96)	100.0% (227)

Table F-3 reports principal's perceptions on four student assessment items. In the first item, principals were asked how frequently they perceived teachers to use Iowa Test results to set instructional goals. Sixty percent of the principals felt teachers used test results "most times" to set instructional goals. Twenty-five percent perceived that teachers sometimes use test results, while 10.0 percent felt they rarely do. One principal did not know if teachers use the Iowa Test to set instructional goals.

The second item recorded principals' perceptions of the frequency with which teachers use the Iowa Test to evaluate student progress. Most principals surveyed (65.0 percent) felt that teachers "most times" used the test for this purpose. Thirty percent felt that teachers sometimes do, while only one principal thought that teachers rarely use the Iowa Test for this purpose.

In the third item, principals indicated strongly their perceptions about the use of multiple assessment methods. Seventy-eight percent responded that "never" are multiple assessment methods not used to evaluate student progress. Twenty-two percent perceived that "rarely" are these assessment methods not used.

The principals unanimously perceived, in the fourth item, that "most times" teachers are encouraged to use all available achievement data to improve classroom instruction.

When comparisons were made between teacher perceptions on whether the principal and teachers use test results to plan instructional modifications, there were no significant disparities. A fairly even distribution of responses among all groups may be seen in Table F-4.

On the issue of standardized testing as a valid measure of skills, no statistical significance was found of teachers' perceptions among the comparison groups. Because the distribution of responses for each group varied, no significant conclusions can be drawn.

When comparisons were made between teacher perceptions on whether the principal and teachers use test results to plan instructional modifications, there were no significant disparities. A fairly even distribution of responses among all groups may be seen in Table F-4.

Table F-3

Principals' Perceptions on all Student Assessment Items

	Most Times	Sometimes	Rarely	Never	Don't Know	Total
	Percent (Number)	Percent (Number)	Percent (Number)	Percent (Number)	Percent (Number)	Percent (Number)
Principal Items						
Teachers use the results from the Iowa Test of Basic Skills in setting instructional goals (Q. 34)	60.0 (12)	25.0 (5)	10.0 (2)	-- --	5.0 (1)	100.0% (20)
Teachers also use the Iowa Test of Basic Skills in evaluating student progress. (Q. 35)	65.0 (13)	30.0 (6)	5.0 (1)	-- --	-- --	100.0% (20)
Multiple assessment methods are not used to evaluate student progress. (Q. 36)	-- --	-- --	22.2 (4)	77.8 (14)	-- --	100.0% (18)
Teachers are encouraged to use all available achievement data to improve classroom instruction. (Q. 37)	100.0 (20)	-- --	-- --	-- --	-- --	100.0% (20)

Table F-4

Teacher Comparison Groups' Perceptions on Whether the Principal and Teacher Analyze Test Results. (Teachers and the principal thoroughly review and analyze test results to plan instructional program modifications - Q. 21).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	48.6	20.0	31.4
with	(34)	(14)	(22)
All Black	48.7	21.8	29.5
	(76)	(34)	(46)
All New	55.8	22.5	21.7
with	(77)	(31)	(30)
All Original	37.5	19.3	43.2
	(33)	(17)	(38)
Black New	58.0	22.7	19.3
with	(51)	(20)	(17)
Black Original	36.8	20.6	42.6
	(25)	(14)	(29)
Hispanic New	52.0	22.0	26.0
with	(26)	(11)	(13)
Hispanic Original	40.0	15.0	45.0
	(8)	(3)	(9)

Table F-5

Teacher Comparison Groups' Perceptions on the Standardized Testing Programs as a Valid Measure of Skills. (The standardized testing program is an accurate and valid measure of the basic skills curriculum in this school - Q. 19).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	29.6	25.3	45.1
	(21)	(18)	(32)
with			
All Black	32.7	26.3	41.0
	(51)	(41)	(64)
All New	31.9	32.6	35.5
	(44)	(45)	(49)
with			
All Original	31.5	15.7	52.8
	(28)	(14)	(47)
Black New	35.2	33.0	31.8
	(31)	(29)	(28)
with			
Black Original	29.4	17.7	52.9
	(20)	(12)	(36)
Hispanic New	26.0	32.0	42.0
	(13)	(16)	(21)
with			
Hispanic Original	38.1	9.5	52.4
	(8)	(2)	(11)
Black New	35.2	33.0	31.8
	(31)	(29)	(28)
with			
Hispanic New	26.0	32.0	42.0
	(13)	(16)	(21)
Black Original	29.4	17.7	52.9
	(20)	(12)	(36)
with			
Hispanic Original	38.1	9.5	52.4
	(8)	(2)	(11)

No significant differences of teacher comparison groups' perceptions were found because the distribution of group responses varied on the issue of standardized testing as a valid measure of skills.

DISCUSSION PAPER G

Detailed Findings on School Climate/Discipline

A. Teachers' Perceptions of Discipline

The majority of teachers perceive that discipline is a problem in the schools (see Table G-1). Approximately 60 percent of all the teachers surveyed disagreed with the statement, "Discipline is not an issue in this school."

Table G-1

Teachers' Perceptions of Discipline as an Issue in the School

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Generally, discipline is not an issue in this school. (Q. 51)	29.5 (67)	10.6 (24)	59.9 (136)	100.0% (227)

For the most part, teachers felt the responsibility for discipline is assumed by the appropriate parties: teachers, administrators and parents. Sixty-three percent of the teachers agreed with the above statement, and 31.3 percent disagreed. (See Table G-2.)

Table G-2

Teachers' Perceptions of Responsibility for Discipline in the School

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Teachers, administrators and parents assume responsibility for discipline in this school. (Q. 23)	62.5 (142)	6.2 (14)	31.3 (71)	100.0% (227)

Half the teachers perceived that student behavior is generally positive in their school. A fairly large percentage, 38.7 percent, disagreed that student behavior was positive in their school. Eleven percent were undecided about the disposition of student behavior in their school. (See Table G-3.)

Table G-3

Teachers' Perceptions of Student Behavior

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Student Behavior is generally positive in this school. (Q. 41)	50.2 (113)	11.1 (25)	38.7 (87)	100.0% (225)

The student behavior issue is similar to the subject of students abiding by the rules. The survey results also corresponded. Fifty percent of the teachers reported students do abide by the rules. A meaningful 38.1 percent disagreed, thus perceiving that students do not abide by the rules. (See Table G-4.)

Table G-4

Teachers' Perceptions of Students' Abiding by Rules

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Student in this school abide by school rules. (Q. 47)	50.2 (112)	11.7 (26)	38.1 (85)	100.0% (223)

Table G-5 addressed the issue of low achievers causing discipline problems. More than 70 percent of teachers perceived that low achievers present more discipline problems than other students. Only 20.3 percent disagreed with this, while 8.6 percent were undecided.

Table G-5

Teachers' Perceptions of Low Achievers Causing More Discipline Problems

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
In this school, low-achieving students present more discipline problems than other students. (Q. 3)	71.1 (158)	8.6 (19)	20.3 (45)	100.0% (222)

B. Principals' Perceptions of Discipline

The principals virtually were divided on their perceptions of the home suspension utilization. (See Table G-6). Forty-five percent agreed that home suspension usually is used compared to 50.0 percent who disagreed.

Table G-6

Principals' Perceptions of the Utilization of Home Suspension When a Student is Suspended

Principal Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Home suspension is usually used when a student is suspended. (Q. 54)	45.0 (9)	5.0 (1)	50.0 (10)	100.0% (20)

In Table G-7, while fifty-five percent of the principals agreed that their schools are not a safe and secure place to work, forty-five percent disagreed.

Table G-7

Principals' Perceptions of the School as a Safe and Secure Place to Work

Principal Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
This school is not a safe and secure place to work. (Q. 55)	55.0 (11)	-- --	45.0 (9)	100.0% (20)

Table G-8 lists several means by which parents are notified that their children must be disciplined. Fifty-eight percent of the principals, by responding "no," indicated that at their school notes are not used to notify parents when their child must be disciplined. Forty-two percent responded with a "yes," thus indicating that parents are notified by note.

Eighty percent of the principals responded "yes" to notifying parents by telephone about discipline. Only 25.0 percent of the principals said they use a letter to notify parents about the child's discipline while 75 percent indicated that they do not send letters regarding a child's discipline. Fifty-three percent of the principals indicated that home visits are used to notify parents of discipline matters, compared to forty-seven percent who reported that home visits are not used as a method of notification.

Table G-8

Principals' Perception of How Parents Are Notified When Their Child Must Be Disciplined

Principal Item	Yes Percent (Number)	No Percent (Number)	Total Percent (Number)
Please describe how a parent is notified when his or her child must be disciplined. (Q.57).			
Parent notified regarding child's discipline by note.	42.1 (8)	57.9 (11)	100.0% (19)
Parent notified regarding child's discipline by telephone.	80.0 (16)	20.0 (4)	100.0% (20)
Parent notified regarding child's discipline by letter.	25.0 (5)	75.0 (15)	100.0% (20)
Parent notified regarding child's discipline by home visit.	52.9 (9)	47.1 (8)	100.0% (17)

C. Teachers' Perceptions of Discipline by Teacher Sub-categories

Teachers were grouped in the following six sub-categories of Effective Schools to compare their perceptions of management: (1) all Hispanic with all Black; (2) all New with all Original; (3) all Black New with all Black Original; (4) all Hispanic New with all Hispanic Original; (5) all Black New with all Hispanic New; and (6) all Black Original with all Hispanic Original. Each leadership/management item is presented here as a table heading, and data from each of the categorical responses listed above are compared.

For example, teachers were asked if discipline is an issue in their school. Teacher responses by comparison groups are presented in Table G-9.

Two statistically significant differences between teacher comparison groups are in Table G-9 which reports teacher perceptions of discipline. The first significant difference occurred between teachers at all Hispanic Schools and those at all Black Schools. More teachers at Black Schools--66.7 percent--disagreed that discipline was not an issue than did teachers at Hispanic schools--45 percent. The second significant difference appeared between Black Original School teachers and Hispanic Original school teachers. A higher percentage of teachers at Black Original Schools--76.5 percent--disagreed with the statement that discipline is not an issue compared with only 52.4 percent of Hispanic Original School teachers. Thus, a disparity of 24.1 percentage points separated those two groups on the issue of discipline in the school.

Table G-9

Teacher Comparison Groups' Perceptions of Discipline as an Issue in the School. (Generally, discipline is not an issue in this school - Q. 51).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic * with All Black	42.2 (30) 23.7 (37)	12.7 (9) 9.6 (15)	45.1 (32) 66.7 (104)
All New with All Original	37.7 (52) 16.8 (57)	9.4 (13) 12.4 (11)	52.9 (73) 70.8 (63)
Black New with Black Original	34.1 (30) 10.3 (7)	6.8 (6) 13.2 (9)	59.1 (52) 76.5 (52)
Hispanic New with Hispanic Original	44.0 (22) 38.1 (8)	14.0 (7) 9.5 (2)	42.0 (21) 52.4 (11)
Black New with Hispanic New	34.1 (30) 44.0 (22)	6.8 (6) 14.0 (7)	59.1 (52) 42.0 (21)
Black Original * with Hispanic Original	10.3 (7) 38.1 (8)	13.2 (9) 9.5 (2)	76.5 (52) 52.4 (11)

* $P \leq .05$

Table G-10 contains two statistically significant findings on the matter of who assumes responsibility for school discipline. The first difference occurred between all Hispanic School teachers and all Black School teachers. Thirty-seven percent of all Black School teachers disagreed that teachers, administrators, and parents assume responsibility for discipline compared with only 19.7 percent of all Hispanic School teachers.

The second significant difference occurred between teachers at Black Original Schools and those at Hispanic Original Schools. Forty-nine percent of Black Original School teachers disagreed with the statement compared to 14.3 percent of all Hispanic Original School teachers. Thus, significantly more Black Original School teachers perceived that teachers, administrators, and parents do not assume responsibility than did Hispanic Originals School teachers. Eighty-five percent of Hispanic Original School teachers agreed with the statement.

Table G-10

Teacher Comparison Groups' Perceptions of Responsibility for Discipline in the School. (Teacher, administrators and parents assume responsibility in this school - Q. 23).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic *	73.7	7.0	19.7
with	(52)	(5)	(14)
All Black	57.7	5.8	36.5
	(90)	(9)	(57)
All New	68.1	6.5	25.4
with	(94)	(9)	(35)
All Original	53.9	5.6	40.5
	(48)	(5)	(36)
Black New	68.2	4.5	27.3
with	(60)	(4)	(24)
Black Original	44.1	7.4	48.5
	(30)	(5)	(33)
Hispanic New	68.0	10.0	22.0
with	(34)	(5)	(11)
Hispanic Original	85.7	0.0	14.3
	(18)	(0)	(3)
Black New	68.2	4.5	27.3
	(60)	(4)	(24)
	68.0	10.0	22.0
	(34)	(5)	(11)
Black Original *	44.1	7.4	48.5
with	(30)	(5)	(33)
Hispanic Original	85.7	0.0	14.3
	(18)	(0)	(3)

* $P \leq .05$

Table G-11 illustrates perceptions of student behavior by teacher comparison groups. One significant difference occurred between teachers at all Hispanic and all Black schools. There was almost a 27 percent disparity happening between the two groups--20.3

percent of the Hispanic School teachers disagreed with the statement compared to 46.8 percent at Black schools. Therefore, more teachers at Hispanic schools perceived positive student behavior at their schools than did Black School teachers.

One statistically significant difference is given in Table G-12 which pertains to teacher perceptions of students abiding by the rules. Perceptions between teachers at Hispanic Original Schools and those at Black Originals Schools resulted in nearly a 17-point disparity. Significantly more Black Original School teachers disagreed that the students abide by rules than did teachers at Hispanic Original Schools--57 and 40 percent, respectively.

Table G-11

Teacher Comparison Groups' Perceptions of Student Behavior.
(Student behavior is generally positive in this school - Q. 41)

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic *	66.7	13.0	20.3
with	(46)	(9)	(14)
All Black	42.9	10.3	46.8
	(67)	(16)	(73)
All New	60.3	10.3	29.4
with	(82)	(14)	(40)
All Original	34.8	12.4	52.8
	(31)	(11)	(47)
Black New	52.2	9.1	38.7
with	(46)	(8)	(34)
Black Original	30.9	11.8	57.3
	(21)	(8)	(39)
Hispanic New	75.0	12.5	12.5
with	(36)	(6)	(6)
Hispanic Original	47.6	14.3	38.1
	(10)	(3)	(8)
Black New	52.2	9.1	38.7
	(46)	(8)	(34)
	75.0	12.5	12.5
	(36)	(6)	(6)
Black Original *	30.9	11.8	57.3
with	(21)	(8)	(39)
Hispanic Original	47.6	14.3	38.1
	(10)	(3)	(8)

* $P \leq .05$

Table G-12

Teacher Comparison Groups' Perceptions of Student Abiding by the Rules. (Students in this school abide by the rules - Q. 47).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic *	61.8	16.2	22.0
with	(46)	(11)	(15)
All Black	45.2	9.7	45.1
	(70)	(15)	(70)
All New	57.3	14.0	28.7
with	(78)	(19)	(39)
All Original	39.1	8.0	52.9
	(34)	(7)	(46)
Black New	53.4	10.2	36.4
with	(47)	(9)	(32)
Black Original	34.3	9.0	56.7
	(23)	(6)	(38)
Hispanic New	64.6	20.8	14.6
with	(31)	(10)	(7)
Hispanic Original	55.0	5.0	40.0
	(11)	(1)	(8)
Black New	53.4	10.2	36.4
	(47)	(9)	(32)
	64.4	20.8	14.6
	(31)	(10)	(7)
Black Original *	34.3	9.0	56.7
with	(23)	(6)	(38)
Hispanic Original	55.0	5.0	40.0
	(11)	(1)	(8)

* $P \leq .05$

When comparisons were made between groups of teacher perceptions on low achievers causing more discipline problems in Table G-13, no statistical significance was found. The majority of teachers in each group agreed with the statement.

Table G-13

Teachers Comparison Groups' Perception of Low Achievers Causing More Discipline Problems. (In this school low achieving students present more discipline problems than other students - Q. 3).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic *	66.7	11.6	21.7
with	(46)	(8)	(15)
All Black	73.2	7.2	19.6
	(112)	(11)	(30)
All New	72.6	8.1	19.3
with	(98)	(11)	(26)
All Original	69.0	9.2	21.8
	(60)	(8)	(19)
Black New	75.6	4.6	19.8
with	(65)	(4)	(17)
Black Original	70.2	10.4	19.4
	(47)	(7)	(13)
Hispanic New	67.4	14.3	18.3
with	(33)	(7)	(9)
Hispanic Original	65.0	5.0	30.0
	(13)	(1)	(6)
Black New	75.6	4.6	19.8
	657)	(4)	(17)
	67.4	14.3	18.3
	(33)	(7)	(9)
Black Original *	70.2	10.4	19.4
with	(47)	(7)	(13)
Hispanic Original	65.0	5.0	30.0
	(13)	(1)	(6)

DISCUSSION PAPER H

Detailed Findings on Staff Development:

Principal/Teachers

A. Teachers and Principal Perspective on Staff Development

Two teacher and principal items, each classified as staff development, were compatible with each other. The first is whether or not the principal encourages teachers to enhance their teaching skills. Because new developments in education are constantly being made, it is vital for both teachers and principals to update their skills through workshops. Both teachers' and principals' perceptions are in Table H-1.

Table H-1

Principals' and Teachers' Perceptions of the Encouragement of Teachers to Enhance Teaching Skills

	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal Item				
Teachers in your school are encouraged to update and expand their teaching capabilities. (Q. 47)	100.0 (20)	-- --	-- --	100.0% (20)
Teacher Item				
Promoting Activities for Faculty. (The principal is very active in promoting staff development activities for the faculty.) (Q. 25)	65.5 (148)	11.1 (25)	23.4 (53)	100.0% (226)

All of the principals perceived that teachers in their school are encouraged to update and expand their teaching capabilities.

A comparable item from the teachers' perspectives did not produce such a unanimous response. Teachers did not perceive their principals to encourage staff development activities to the same extent that principals did. Only 65.6 percent of the teachers agreed with the statement, "The principal is very active in promoting staff development activities for the faculty." Approximately one third of the teachers' responses comprised the "undecided" and "disagree" categories--11.1 percent and 23.4 percent, respectively.

Table H-2 illustrates teachers' and principals' perceptions of teachers sharing staff development information. Principals, more than teachers, believed that teachers participating in staff development were reporting what they had learned to other teachers.

Table H-2

Principals' and Teachers' Perceptions of Teachers Sharing Staff Development Information Obtained From Programs and Workshops

	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal Item				
The teachers who participate in staff development programs do not usually transmit the program information to their fellow teachers. (Q. 48)	15.0 (3)	-- --	85.0 (17)	100.0% (20)
Teacher Item				
A teacher representative attending staff development events regularly reports his/her learning back to the rest of the teachers. (Q. 54)	62.6 (145)	11.0 (25)	26.4 (60)	100.0% (227)

The staff development teacher item addressed the issue of teachers who attend workshops communicating what they learn to fellow staff members. In one of the survey items, teachers were asked if their school had a formal mechanism to transmit newly acquired instructional methods. The findings are in Table H-3.

Just over half of the teachers (54.2 percent) agreed that there is a formal mechanism to transmit learning. The other half were undecided (14 percent) or disagreed (32 percent).

Table H-3

Teachers' Perceptions of a Formal Mechanism to Transmit Learning

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
There is a formal mechanism within the school for a teacher representative attending staff development to transmit this information to the rest of the teachers. (Q. 55)	54.2 (123)	14.1 (32)	31.7 (72)	100.0% (227)

B. Other Principal Perceptions on Staff Development

The first table reports on a collaboration between the teachers and principals to apply new teaching methods in the class–room. Table H-4 contains the data of the responses reported by principals.

Table H-4

Principals' Perceptions of Joint Principal and Teacher Efforts to Apply New Instructional Techniques

Principal Item	Agree Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
The principal and teachers jointly evaluate the impact of newly acquired teacher skills on Students. (Q. 49)	66.7 (12)	33.3 (6)	100.0% (18)

Two-thirds of the 18 principals perceived there is a joint effort between principals and teachers to evaluate the impact of new instructional techniques on the students.

The next item assesses principals' perceptions on whether a sufficient amount of time is allotted to teachers to discuss, among themselves, instructional goals and methods.

Table H-5

Principals' Perceptions of the Allotment of Adequate Time to Teachers to Interact on Instructional Goals, Methods, and Materials

Principal Item	Agree Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Adequate time is provided for teachers' interaction on instructional goals, methods, and materials. (Q. 50)	65.0 (13)	35.0 (7)	100.0% (20)

The responses, reported in Table H-5, show 65 percent of principals perceived that adequate time is allotted to the teachers to discuss, among themselves, instructional goals, methods, and materials.

The last item in this section relates to the provision of adequate time for principal and teacher interaction on instructional goals, methods, and materials.

Table H-6

Principals' Perceptions of the Allotment of Adequate Time for Principal and Teacher Interaction on Instructional Goals, Methods, and Materials

	Agree Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal Item			
Adequate time is provided for principal/teacher interaction on instructional goals, methods, and materials. (Q. 51)	50.0 (10)	50.0 (10)	100.0% (20)

The principals were evenly split on their perceptions of this item as shown in Table H-6. Fifty-percent agreed that adequate time is provided for principal and teacher interaction on instructional matters, while 50 percent disagreed.

C. Teacher Responses by Comparison Groups

This section presents teachers' perceptions of staff development items for the following six sub-categories of Effective Schools: (1) all Hispanic with all Black; (2) all New with all Original; (3) all Black New with all Black Original; (4) all Hispanic New with all Hispanic Original; (5) all Black New with all Hispanic New; and (6) all Black Original with all Hispanic Original. Each staff development item is presented as a table heading and data from the responses of all groups are compared for this item, by the sub-categories of teacher mentioned above in the table.

Comparative percentages between groups were used to discern significant differences between perceptions of teacher comparison groups.

Teacher comparison group's perceptions are presented in Table H-7 for the item on the principal promoting staff development for the faculty. All teacher comparison groups, with the exception of Hispanic Original School teachers, reported that more than half of their respondents agreed that their principal is very active in promoting staff development activities for the faculty. A large percentage of Hispanic Original School teachers (43 percent) reported that they disagreed with the statement.

Table H-7

Teacher Comparison Groups' Perceptions of the Principals' Encouragement of Teachers to Enhance Teaching Skills. (The principal is very active in promoting staff development activities for the faculty - Q. 25).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	59.1	15.5	25.4
with	(42)	(11)	(11)
All Black	68.4	9.0	22.6
	(106)	(14)	(35)
All New	71.7	11.6	16.7
with	(99)	(16)	(23)
All Original	55.7	10.2	34.1
	(49)	(9)	(30)
Black New	76.1	8.0	15.9
with	(67)	(7)	(14)
Black Original	58.2	10.5	31.3
	(39)	(7)	(21)
Hispanic New	64.0	18.0	18.0
with	(32)	(9)	(9)
Hispanic Original	47.6	9.5	42.9
	(10)	(2)	(9)
Black New	76.1	8.0	15.9
with	(67)	(7)	(14)
Hispanic New	64.0	18.0	18.0
	(32)	(9)	(9)
Black Original	58.2	10.5	31.3
with	(39)	(7)	(21)
Hispanic Original	47.6	9.5	42.9
	(10)	(2)	(9)

There was no statistical significance found on the issue of teachers who attend workshops sharing their learning with their fellow colleagues (see Table H-8). Teachers were asked about formal mechanisms to disseminate information on staff development, this is reported in Table H-9. No statistical significance was found in teacher comparison groups' responses to these questions.

Table H-8

Teacher Comparison Groups' Perceptions of Teachers Sharing Staff Development Information Obtained From Programs and Workshops. (A teacher representative attending staff development events regularly reports his or her learning back to the rest of the teachers - Q. 54).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	54.9	14.1	31.0
with	(39)	(10)	(22)
All Black	66.0	9.6	24.4
	(103)	(15)	(38)
All New	63.8	14.5	21.7
with	(88)	(20)	(30)
All Original	60.7	5.6	33.7
	(54)	(5)	(30)
Black New	69.3	12.5	18.2
with	(61)	(11)	(16)
Black Original	61.8	5.9	32.3
	(42)	(4)	(22)
Hispanic New	54.0	18.0	28.0
with	(27)	(9)	(14)
Hispanic Original	57.1	4.8	38.1
	(12)	(1)	(8)
Black New	69.3	12.5	18.2
with	(61)	(11)	(16)
Hispanic New	54.0	18.0	28.0
	(27)	(9)	(14)
Black Original	61.8	5.9	32.3
with	(42)	(4)	(22)
Hispanic Original	57.1	4.8	38.1
	(12)	(1)	(8)

Table H-9

Teacher Comparison Groups' Perceptions of a Formal Mechanism to Transmit Learning. (There is a formal mechanism within the school for a teacher representative attending staff development programs to transmit this information to the rest of the teachers - Q. 55).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	47.8	15.5	36.7
with	(34)	(11)	(26)
All Black	57.0	13.5	29.5
	(89)	(21)	(46)
All New	57.3	17.4	25.3
with	(79)	(24)	(35)
All Original	49.4	9.0	41.6
	(44)	(8)	(37)
Black New	62.5	15.9	21.6
with	(55)	(14)	(19)
Black Original	50.0	10.3	39.7
	(34)	(7)	(27)
Hispanic New	48.0	20.0	32.0
with	(24)	(10)	(16)
Hispanic Original	47.6	4.8	47.6
	(10)	(1)	(10)
Black New	62.5	15.9	21.6
with	(55)	(14)	(19)
Hispanic New	48.0	20.0	32.0
	(24)	(10)	(16)
Black Original	50.0	10.3	39.7
with	(34)	(7)	(27)
Hispanic Original	47.6	4.8	47.6
	(10)	(1)	(10)

DISCUSSION PAPER I

Parental Involvement

A. Principal and Teacher Comparisons on Parental Involvement

The items presented in Table I-1 show the principals' perceptions of planned parent-teacher conferences, including the frequency of parental attendance.

Table I-1

Parent-Teacher Conferences As Perceived By Principals and Teachers

	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal Item				
Parent-teacher conferences other than those on report cards are regularly scheduled to exchange views on student progress. (Q. 65)	45.0 (9)	-- --	55.0 (11)	100.0% 20)
Teacher Item				
Ninety to one hundred percent of your students' parents attend scheduled parent-teacher conferences (Q. 18)	32.0 (72)	7.1 (16)	60.9 (137)	100.0% (225)

Fifty-five percent of the principals disagreed, "That parent- teacher conferences, other than those on report cards, are regularly scheduled to exchange views on student progress." Forty-five percent of the principals indicated incidences of regularly scheduled conferences.

From the teachers' point of view, attendance by parents at parent-teacher conferences is problematic. Less than one in three teachers (32 percent) agreed that 90-100 percent of their students' parents attend scheduled parent-teacher conferences; over half (60.9 percent) disagreed (see Table I-1).

Teacher comparison groups differed significantly in two instances.

Teachers in the five Hispanic schools (including both the Original and New) differed from teachers in the 15 Black schools (also both Original and New). Those working in the Hispanic schools (51.4 percent) were more likely to agree with the statement that, "Ninety to one hun–dred percent of your students' parents attend scheduled parent-teacher conferences" than were teachers working in the Black schools (23.2 percent). A statistically significant difference was found in con–trasting Black Original School teachers with Hispanic Original School teachers. Hispanic Original School teachers (55.0 percent) were more likely than Black Original School teachers (17.9 percent) to perceive a high level of parent involvement. As can be seen, these figures represent just about half Hispanic School teachers compared to less than one in five in the predominantly Black Schools.

No other statistical significance was found.

Table I-2

Parent-Teacher Conferences as Perceived by Teacher Comparison Groups. (Ninety to one hundred percent of your students' parents attend scheduled parent-teacher conferences - Q. 18).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic *	51.4	5.7	42.9
with	(36)	(4)	(30)
All Black	23.2	7.7	69.1
	(11)	(12)	(107)
All New	35.5	6.5	58.0
with	(49)	(9)	(80)
All Original	26.4	8.1	65.5
	(23)	(7)	(57)
Black New	27.3	7.9	64.8
with	(24)	(7)	(57)
Black Original	17.9	7.5	74.6
	(12)	(5)	(50)
Hispanic New	50.0	4.0	46.0
with	(25)	(2)	(23)
Hispanic Original	55.0	10.0	35.0
	(11)	(2)	(7)
Black New	27.3	7.9	64.8
with	(24)	(7)	(57)
Hispanic New	50.0	4.0	46.0
	(25)	(2)	(23)
Black Original *	17.9	7.5	74.6
with	(12)	(5)	(50)
Hispanic Original	55.0	10.0	35.0
	(11)	(2)	(7)

* $P \leq .05$

B. Teacher Perception's of Parent Involvement

Teachers and parents interactions were explored by asking teachers if they had ways, other than conferences and report cards, to communicate student progress to parents (Table I-3) -- such as home visits, telephone calls, newsletters and regular notes sent to the home (I-3). Teachers also were asked to determine if they perceive that parents visit classrooms to observe the instructional program. Four out of five say parents seldom visit (Table I-3).

Table I-3

Parent-Teacher Interaction

Teacher Item	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Beyond parent conferences and report cards, teachers in this school have several other ways for communicating student progress to parents. (Q. 52)	69.5 (157)	11.5 (26)	19.0 (43)	100.0% (226)
Home visits, phone calls, newsletter, regular notes, etc. are ways that most teachers frequently use to communicate with parents in this school. (Q. 44)	85.7 (193)	6.7 (15)	7.6 (17)	100.0% (225)
Very few parents of students in your class visit the school to observe the instructional program.) (Q. 34)	79.1 (174)	3.6 (8)	17.3 (38)	100.0% (220)

A majority of the teachers (69.5 percent), believed that teachers have other ways of communicating students' progress to parents, beyond parent conferences and report cards. Only 19.0 percent disagreed.

When teacher perceptions were compared between the categories, there were two significant differences. (See Table I-4).

Hispanic Original School teachers reported means other than conferences and report cards to communicate student progress to parents did so significantly more (85.7 percent) than did New Hispanic School teachers (56.0 percent).

The second statistically significant difference was the percentage difference between Black New School teachers and Hispanic New School teachers. The Black New School teachers (72.7 percent) more often indicated use of other ways to report student progress than did Hispanic New School teachers (56.0 percent).

Comparison of teacher groups on frequent ways to communicates is in Table I-5. Nearly 86 percent felt that, "Home visits, phone calls, news-letters, regular notes, etc., are ways that most teachers frequently use to communicate with parents in this school." No statistical significance was found in teacher comparison groups' perceptions of ways they communicate to parents.

Table I-4

Teachers' Method of Communicating Other than Parent-Teacher Conferences and Report Cards. (Beyond parent conferences and report cards, teachers in this school have several other ways for communicating student progress to parents - Q. 52).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic	64.8	12.7	22.5
with	(46)	(9)	(16)
All Black	71.6	11.0	17.4
	(11)	(17)	(27)
All New	66.7	13.8	19.5
with	(92)	(19)	(27)
All Original	73.9	7.9	18.2
	(65)	(7)	(16)
Black New	72.7	12.5	14.8
with	(64)	(11)	(13)
Black Original	70.1	9.0	20.9
	(47)	(6)	(14)
Hispanic New *	56.0	16.0	28.0
with	(28)	(8)	(14)
Hispanic Original	85.7	4.8	9.5
	(18)	(1)	(2)
Black New *	72.7	12.5	14.8
with	(64)	(11)	(13)
Hispanic New	56.0	16.0	28.0
	(28)	(8)	(14)
Black Original	70.1	9.0	20.9
with	(47)	(6)	(14)
Hispanic Original	85.7	4.8	9.5
	(18)	(1)	(2)

* $P \leq .05$

Table I-5

Teacher Comparison Groups' Perceptions of Ways to Communicate With Parents. (Home visits, phone calls, newsletter, regular notes, etc., are ways to communicate with parents in this school - Q. 44).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic Original	90.0	2.9	7.1
with	(63)	(2)	(5)
All Black Original	83.9	8.4	7.7
	(130)	(13)	(12)
All New	84.7	8.0	7.3
with	(116)	(11)	(10)
All Original	87.5	4.5	8.0
	(77)	(4)	(7)
Black New	81.8	10.2	8.0
with	(72)	(9)	(7)
Black Original	86.6	6.0	7.4
	(53)	(4)	(5)
Hispanic New	89.8	4.1	6.1
with	(44)	(2)	(3)
Hispanic Original	90.5	--	9.5
	(19)	--	(2)
Black New	81.8	10.2	8.0
with	(72)	(9)	(7)
Hispanic New	89.8	4.1	6.1
	(44)	(2)	(3)
Black Original	86.6	6.0	7.4
with	(53)	(4)	(5)
Hispanic Original	90.5	--	9.5
	(19)	--	(2)

No statistically significant differences were found between comparison groups, re: parents visiting the school to observe the instructional program. (See Table I-6.)

Table I-6

Teacher Comparison Groups' Perceptions of Parents Visiting the School. (Very few parents of students in your class visit the school to observe the instructional program - Q. 34).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic Original with All Black Original	78.8 (52) 79.2 (122)	1.5 (1) 4.6 (7)	19.7 (13) 16.2 (25)
All New Effective with All Original	79.9 (107) 77.9 (67)	4.5 (6) 2.3 (2)	15.6 (21) 19.8 (17)
Black New with Black Original	79.5 (70) 78.8 (52)	5.7 (5) 3.0 (2)	14.8 (13) 18.2 (12)
Hispanic New with Hispanic Original	80.4 (37) 75.0 (15)	2.2 (1) -- --	17.4 (8) 25.0 (5)
Black New with Hispanic New	79.5 (70) 80.4 (37)	5.7 (5) 2.2 (1)	14.8 (13) 17.4 (8)
Black Original with Hispanic Original	78.8 (52) 75.0 (15)	3.0 (5) -- --	18.2 (12) 25.0 (5)

C. Involvement in School Based Groups

Structured Involvement

The following items presented in Table I-7 report on principals' perception on the parent advisory council meetings, local school council meetings and PTA meetings is a means of generating parental involvement.

Teachers were asked whether there was an active parent/school group in their school.

Table I-7

Parental Involvement in School Groups

	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal Items				
Parent Advisory Council meetings rarely generate active involvement in this school. (Q. 59)	20.0 (4)	-- --	80.0 (16)	100.0% (20)
Local School Council meetings generate active parent involvement in this school. (Q. 62)	64.7 (11)	-- --	35.3 (6)	100.0% (20)
In general, PTA meetings generate active parent involvement in this school. (Q. 61)	60.0 (9)	-- --	40.0 (6)	100.0% (15)
Teacher Item				
There is an active parent/school group in this school that involves many parents. (Q. 35)	38.9 (88)	12.4 (28)	48.7 (110)	100.0% (226)

The principals felt there is fair amount of parental-involvement in their schools while teachers appear to be more split on their perceptions. Specifically, 80 percent of the principals disagreed with the statement, "Parent Advisory Council me ings rarely generate active involvement in this school." On the other hand, 64.7 percent of the principals thought that local school council meetings generated active school involvement in the school. The majority of the principals (60 percent) thought that Parent-Teacher Association meetings generated active parent involvement.

Teachers were asked simply to respond to whether or not there was an active parent/school group and whether or not it involved many parents. The results were quite mixed here. Nearly half of the teachers (48.7 percent) did not perceive an active parent/school group in their school while only four out of ten (38.9 percent) perceived that one exists. Slightly more than one out of ten (12.4 percent) of the teachers comprised the undecided category. If this percentage of teachers decided to respond affirmatively, the addition of their responses to the agreement category would raise it beyond 50 percent. All the teachers would then be nearly split on their agreement or disagreement of this item. Then these results would more closely match the principals'perceptions. Teachers do not see the same degree of parental involvement reported by principals.

Teacher perceptions on the one item, "There is an active parent/school group in this school that involves many parents," was compared and analyzed based on the effective elementary school programs in which they worked. Table I-8 reports teacher comparison groups' perceptions of this issue and indicates whether percentage difference occurring between these groups are statistically significant.

In three instances of teacher perceptions, significant differences were found. The first difference occurred between all Hispanic Effective School teachers, and those in all Black Effective Schools. As seen from the percentages found in Table I-8, Hispanic School teachers were more likely to agree that their schools had an active parent/school group than were the Black School teachers.

A majority of Hispanic Original School teachers (71.4 percent) agreed that their school had an active parent/school group while only 49 percent Hispanic New School teachers felt so.

Table I-8

Teacher Comparison Groups' Perceptions of Active Parent/School Organizations. (There is an active parent/school group in this school that involves many parents - Q. 35).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic *	55.7	7.1	37.2
with	(39)	(5)	(26)
All Black	31.4	14.7	53.9
	(49)	(23)	(84)
All New	40.9	13.1	46.0
with	(56)	(18)	(63)
All Original	36.0	11.2	52.8
	(32)	(10)	(47)
Black New	36.4	15.9	47.7
with	(32)	(14)	(42)
Black Original	25.0	13.2	61.8
	(17)	(9)	(42)
Hispanic New *	49.0	8.2	42.8
with	(24)	(4)	(21)
Hispanic Original	71.4	4.8	23.8
	(15)	(1)	(5)
Black New	36.4	15.9	47.7
with	(32)	(14)	(42)
Hispanic New	49.0	8.2	42.8
	(24)	(4)	(21)
Black Original	25.0	13.2	61.8
with	(17)	(9)	(42)
Hispanic Original	71.4	4.8	23.8
	(15)	(1)	(5)

* $P \leq .05$

D. Parent/School Support Networks

The school system has been concerned about parental support as a means of increasing effective education to the student. The questions focusus on whether parents were involved in home and school support networks. Teachers basically were asked whether they thought parents were involved in overall home and school support networks. Principals were asked to respond to whether their schools offered training programs which assisted parents in working with their children at home. The results of both items are reported in Table I-9.

Table I-9

Perception of Parent/School Support Network

	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)	Total Percent (Number)
Principal Item				
This school offers training programs that assist parents in working with their children in the home. (Q. 64)	68.4 (13)	-- --	31.6 (6)	100.0% (19)
Teacher Item				
Many parents are involved in an over-all home and school network. (Q. 36)	29.4 (66)	15.2 (34)	55.4 (124)	100.0% (224)

While principal and teacher items are not equivalent in the way they are stated, they both assess perceptions around parent-support networks. The principals' item is specific and refers to parent training programs as a form of support while the teacher item is general and asks teachers to respond to whether parents are involved in an over-all home and school support network. The results of their responses are different, however. Approximately two out of three principals (68.4 percent) agreed that their schools offered training programs which assisted parents in working with their children in the home, but

only one out of three teachers (29.4 percent) agreed that many of the parents were involved in an overall home and school support network.

Teachers' responses were further analyzed by comparing data between teacher comparison groups. Table I-10 presents the results of these comparisons.

Significant differences were found between two teacher comparison groups. The first difference occurred between all Hispanic School teachers and those in all Black Schools. Hispanic School teachers were more likely to agree that, "Many parents are involved in an overall home and school support network in those in the Black Original and New schools." As seen in Table I-10, 41.2 percent of Hispanic School teachers agreed with the statement, while only 24.4 percent of Black School teachers agreed.

The second significant difference occurred between the Black Original School teachers and their counterparts who work in the Hispanic Original Schools. Forty-five percent of Hispanic Original Schools teachers thought that many of the parents were involved in an overall home and school support network while only 16.2 percent of Black Original School teachers thought this to be the case.

Table I-10

Teacher Comparison Groups' Perceptions of Parents Involved in Overall Home and School Support Networks. (Many parents are involved in overall home and school support networks - Q. 36).

Comparison Groups	Agree Percent (Number)	Undecided Percent (Number)	Disagree Percent (Number)
All Hispanic *	41.2	10.3	48.5
with	(28)	(7)	(33)
All Black	24.4	17.3	58.3
	(38)	(27)	(91)
All New	33.8	14.7	51.5
with	(46)	(20)	(70)
All Original	22.7	15.9	61.4
	(20)	(14)	(54)
Black New	30.6	18.2	51.2
with	(27)	(16)	(45)
Black Original	16.2	16.2	67.6
	(11)	(11)	(46)
Hispanic New	39.6	8.3	52.1
with	(19)	(4)	(25)
Hispanic Original	45.0	15.0	40.0
	(9)	(3)	(8)
Black New	30.6	18.2	51.2
with	(27)	(16)	(45)
Hispanic New	39.6	8.3	52.1
	(19)	(4)	(25)
Black Original *	16.2	16.2	67.6
with	(11)	(11)	(46)
Hispanic Original	45.0	15.0	40.0
	(9)	(3)	(8)

* $P \leq .05$

Eighty percent of the principals agreed that parents were highly involved in their school and 90.0 percent thought that programs planned for special groups of parents, e.g. kindergarten, preschool programs, etc. generated active parent involvement. Bilingual programs, according to 71.4 percent of the principals, were effective in promoting parent involvement, though they were somewhat less effective when compared to special programs. In response to the statement, "A large proportion of parents volunteer to assist with activities," 45.0 percent of the principals agreed, but 55.0 percent did not agree.